

Unit	Content	Skills	Assessment	Standards
<p><b>Social Studies Skills</b></p>	<ul style="list-style-type: none"> <li>• Location of major US and Illinois physical and political items</li> <li>• Using a map (compass, inset map, distance, scale, directions, measurement)</li> <li>• Political Cartoon, Video and Short Reading analysis</li> </ul>	<p>Vocabulary Relating text and visuals Asking questions Observing</p>	<p>Map Skills Packet 50 States Pretest 50 States Posttest Google Forms Skills</p>	<p>SS.G.1.6-8.LC. Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment.</p> <p>SS.G.1.6-8.MdC. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.</p>
<p><b>Being a Historian and Early American History</b></p>	<ul style="list-style-type: none"> <li>• Primary and Secondary Sources</li> <li>• Perspectives of History</li> <li>• Native American Tribe Research</li> <li>• Columbus: Hero or villain?</li> </ul>	<p>Research Compare and contrast Vocabulary Relating text and visuals Summarizing Predicting Asking questions Reading comprehension</p>	<p>Columbus Debate Young People’s History Comprehension questions</p>	<p>SS.G.2.6-8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society.</p> <p>SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.</p> <p>SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation.</p> <p>SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p> <p>SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past.</p>
<p><b>13 Colonies</b></p>	<ul style="list-style-type: none"> <li>• Jamestown and the Powhatan Tribe</li> <li>• 13 Colonies Map</li> <li>• New England Colonies</li> </ul>	<p>Research Compare and contrast Vocabulary Relating text and visuals</p>	<p>Mary Dyer Debate Partner readings Reflection writing Stations Activities</p>	<p>SS.H.1.6-8.MdC. Analyze connections among events and developments in broader historical contexts.</p>

	<ul style="list-style-type: none"> <li>● Salem Witch Trials</li> <li>● Middle Colonies</li> <li>● Southern Colonies</li> <li>● Slavery and the Middle Passage</li> <li>● Triangular Trade</li> </ul>	<p>Summarizing Predicting Asking questions Reading comprehension Map identification Note taking</p>	<p>Post Unit Quiz</p>	<p>SS.G.4.6-8.MdC. Explain how global changes in population distribution patterns affect changes in land use.</p> <p>SS.G.3.6-8.MdC. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.</p> <p>SS.G.1.6-8.LC. Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment.</p>
<p><b>Colonial Culture and Government</b></p>	<ul style="list-style-type: none"> <li>● The Enlightenment</li> <li>● Great Awakening</li> <li>● Mercantilism</li> <li>● Revolutionary Political Cartoons</li> <li>● The Albany Conference</li> <li>● French and Indian War</li> </ul>	<p>Research Compare and contrast Vocabulary Relating text and visuals Summarizing Predicting Asking questions Reading comprehension Note taking</p>	<p>Web-quest Mercantilism Activity Reflections Class Discussion</p>	<p>SS.CV.4.6-8.MdC. Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.</p> <p>SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.</p>
<p><b>Independence, Protests, and Revolution</b></p>	<ul style="list-style-type: none"> <li>● Stamp Act</li> <li>● Protests of Colonists</li> <li>● Tyranny</li> <li>● Independence Timeline</li> <li>● Leaders of the Revolution</li> <li>● Worldwide revolutions</li> </ul>	<p>Research Compare and contrast Vocabulary Relating text and visuals Summarizing Predicting Asking questions Reading comprehension Note taking</p>	<p>Group and class debates Judging Protests chart Comprehension questions Timeline Post Unit Quiz</p>	<p>SS.CV.4.6-8.MdC. Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.</p> <p>SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.</p> <p>SS.CV.6.6-8.LC. Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.</p>
<p><b>US and Illinois Constitution</b></p>	<ul style="list-style-type: none"> <li>● What led to the Constitution</li> <li>● Parts of Constitution</li> <li>● Preamble</li> <li>● 3 Branches of Government</li> </ul>	<p>Vocabulary Relating text and visuals Summarizing Reading comprehension Note taking Study and Reviewing Debating</p>	<p>US Constitution Test Illinois Constitution Test Mock Congress Supreme Court Analysis</p> <p>Study Guide Review Sessions</p>	<p>SS.CV.4.6-8.MdC. Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.</p> <p>SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and</p>

	<p>(Legislative, Executive, Judicial)</p> <ul style="list-style-type: none"> <li>• Amendments</li> <li>• Supreme Court Cases</li> </ul>			<p>democratic principles when addressing issues in government and society.</p> <p>SS.CV.3.6-8.LC, MdC, MC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p>SS.CV.2.6-8.MdC. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government.</p> <p>SS.CV.1.6-8.MdC. Describe the roles of political, civil, and economic organizations in shaping people's lives</p>
<b>Post Revolution</b>	<ul style="list-style-type: none"> <li>• 2 Party System</li> <li>• Presidencies of Washington, Adams, and Jefferson</li> <li>• Hamilton v. Jefferson ideologies</li> <li>• Louisiana Purchase</li> </ul>	<p>Research</p> <p>Debating</p> <p>Compare and contrast</p> <p>Vocabulary</p> <p>Relating text and visuals</p> <p>Summarizing</p> <p>Predicting</p> <p>Asking questions</p> <p>Reading comprehension</p> <p>Map identification</p> <p>Note taking</p>	<p>Test</p> <p>Study Guide</p> <p>Class debate</p> <p>Post Unit Quiz</p>	<p>SS.CV.6.6-8.LC. Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.</p> <p>SS.CV.1.6-8.MdC. Describe the roles of political, civil, and economic organizations in shaping people's lives.</p> <p>SS.CV.2.6-8.LC. Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p>
<b>Westward Expansion</b>	<ul style="list-style-type: none"> <li>• Lewis and Clark</li> <li>• War of 1812</li> <li>• "Nacirema" Society</li> <li>• Manifest Destiny</li> <li>• Mexican American War</li> <li>• Historiography</li> </ul>	<p>Research</p> <p>Class discussion</p> <p>Compare and contrast</p> <p>Vocabulary</p> <p>Relating text and visuals</p> <p>Summarizing</p> <p>Predicting</p> <p>Asking questions</p> <p>Reading comprehension</p> <p>Map identification</p> <p>Note taking</p> <p>Historical Perspectives</p>	<p>Louisiana Purchase</p> <p>Research Postcard</p> <p>Young People's History</p> <p>Reading Comprehension</p>	<p>SS.H.2.6-8.MC. Analyze how people's perspectives influenced what information is available in the historical sources they created.</p> <p>SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p> <p>SS.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.</p> <p>SS.H.4.6-8.LC. Explain multiple causes and effects of historical events.</p>
<b>Abe Lincoln and the Legacy of Slavery</b>	<ul style="list-style-type: none"> <li>• Abe Lincoln: Saint or Sinner?</li> </ul>	<p>Vocabulary</p> <p>Relating text and visuals</p>	<p>Lincoln Debate</p> <p>Stations</p>	<p>SS.H.4.6-8.MdC. Compare the central historical arguments in secondary works across multiple media.</p>

	<ul style="list-style-type: none"> <li>Lincoln Primary Source Analysis</li> <li>Oludah Equiano Reading</li> <li>History and Conditions of Slavery</li> </ul>	<p>Summarizing Predicting Asking questions Reading comprehension Note taking Historical Perspectives</p>	<p>Reading Comprehension Questions Springfield Field-trip</p>	<p>SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past</p> <p>SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>
<p><b>The Civil War</b></p>	<ul style="list-style-type: none"> <li>Civil War Timeline</li> <li>America Story of Us</li> <li>Military Tactics</li> <li>Treatment of Slaves</li> <li>Life as a Soldier</li> </ul>	<p>Research Compare and contrast Vocabulary Relating text and visuals Summarizing Document Analysis Reading comprehension</p>	<p>Civil War Research Paper Video Guide Primary Source Research</p>	<p>SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <p>SS.G.2.6-8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>SS.H.2.6-8.MC. Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p> <p>SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past.</p>
<p><b>Reconstruction</b></p>	<ul style="list-style-type: none"> <li>Ending of the Civil War</li> <li>Student Reconstruction Plan</li> <li>Reconstruction Jigsaw</li> <li>Jim Crow Laws</li> </ul>	<p>Research Compare and contrast Vocabulary Relating text and visuals Summarizing Asking questions Reading comprehension Note taking</p>	<p>Study Guide Test Jigsaw Research Post Unit Quiz</p>	<p>SS.H.2.6-8.MC. Analyze how people’s perspectives influenced what information is available in the historical sources they created</p> <p>SS.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified</p> <p>SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <p>SS.CV.2.6-8.MC. Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</p>

