

7th Grade

Unit	Priority Standards
<p style="text-align: center;">1</p> <p>Thinking like Social Scientists</p> <hr/> <p>Civics mandates mini inquires</p>	<p><i>Essential Question =</i> (Options. Open to change)</p> <p>What does it mean to think like a social scientist? How would _____ define the American Dream</p> <p>Mini Inquiries: American Revolution Women's Suffrage ADA and disability rights Ellis Island</p> <p><u><i>Inquiry skills standards</i></u> SS.IS.1.6-8: Constructing essential questions to help guide inquiry about a topic. SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <p>History standard: SS H.4-6 LC: Explain multiple causes and effects of historical events.</p> <p>SS.H. 1.6-8. MdC: Analyze connections among events and developments in broader contexts.</p> <p>Teach Ss how to do QFT Teach Ss what tools social scientists use 4 Lenses of Social Studies</p> <p>Assessment = Annotations RWE = Generate essential and supporting questions about a current event topic.</p>
<p style="text-align: center;">2</p> <p>Critiquing Arguments/Using evidence</p> <p>Constitution/Government</p>	<p><i>Problem solution question =</i></p> <p style="text-align: center;"><u>Constitution:</u> <u>Why might it be important for Americans to understand the structure of our Government?</u></p> <p style="text-align: center;"><u>How has our Constitution and government evolved over time?</u></p> <p style="text-align: center;"><u>Bill of Rights:</u> <u>What is our most valuable right as Americans?</u></p>

	<p>SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.</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.4.6-8.MdC: Analyze the 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>Assessment = Constitution Test</p>
<p>3 Create arguments</p> <p>Jim Crow/Civil Rights</p>	<p><i>Slavery, Jim Crow, Civil Rights movement, contemporary issues</i> <u>Inquiry skills standards</u></p> <p>SS.IS.8,6-8 MdC: Assess individual and collective capacities to take action to address problems and identify possible outcomes.</p> <p>SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.</p> <p><u>Disciplinary concept standard</u></p> <p>SS.CV.1.6-8.MdC: Describe the roles political, civil, and economic organizations in shaping people’s lives..</p> <p>Assessment = CREA argument and content summative</p>
<p>4 Critiquing Arguments/Using evidence</p>	<p><i>Problem solution question =</i></p> <p><u>How might one design a solution for a social problem</u></p> <p><u>Inquiry skills standards</u></p> <p>SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).</p> <p><u>Disciplinary concept standard</u></p> <p>SS.CV.3.6-8.MdC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p>Assessment = Socratic seminar</p>
<p>5 Inquiry/Putting all together</p>	<p><u>Inquiry skills standards</u></p> <p>SS.IS.1-8.6-8 (MdC)</p>

	Assessment = Individual Inquiry project
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Sources and Sourcing intertwined in small lessons throughout the year to give time for hybrid teaching/learning.

8th Grade

Unit	Priority Standards
<p>1 Thinking like Social Scientists</p>	<p><u><i>Inquiry skills standards</i></u> SS.IS.1.6-8: Constructing essential questions to help guide inquiry about a topic. SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <hr/> <p><i>What is a social scientist? What does a social scientist do? How can we use inquiry skills to think more critically?</i></p> <p>Assessment = QFT Inquiry</p>
<p>2 Sources & Sourcing</p>	<p><u><i>Inquiry skills standards</i></u> SS.IS.3.6-8 Determine sources representing multiple points of view that will assist in organizing a research plan. SS.IS.4.6-8 MC: Gather relevant information from credible sources and determine whether they support each other. <u><i>Disciplinary concept standard</i></u> SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.</p> <hr/> <p><i>Essential question: Did the US have a good reason to invade Iraq? How do we know? How do sources help one understand history?</i></p> <p>Assessment = Socratic Seminar</p>
<p>3 Communicate Claims & Counterclaims</p>	<p><u><i>Inquiry skills standards</i></u> SS.IS.5.6-8 MC: Develop claims and counterclaims while pointing out the strengths and limitations of both. <u><i>Disciplinary concept standard</i></u> 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> <hr/> <p><i>Essential question = Is war ever justified?</i></p> <p>Assessment = Argument paper</p>

<p>4. Communicate Arguments</p>	<p><u><i>Inquiry skills standards</i></u> SS.IS.6.6-8.MC: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media. <u><i>Disciplinary concept standard</i></u> 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 others.</p> <hr/> <p><i>Essential questions</i> <i>What are the different political stances on current issues?</i> <i>How can I share my arguments with an audience?</i> <i>How do we have civil arguments?</i></p> <p>Assessment = Debate</p>
<p>5 Critiquing Arguments</p>	<p><u><i>Inquiry skills standards</i></u> SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others). <u><i>Disciplinary concept standard</i></u> SS.CV.3.6-8.MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <hr/> <p><i>Essential question</i> <i>Should individual rights be taken away in the name of national security?</i></p> <p>Assessment = Socratic Seminar</p>
<p>6 Taking Informed Action</p>	<p><u><i>Inquiry skills standards</i></u> SS.IS.8.6-8 MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts. <u><i>Disciplinary concept standard.</i></u> SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <hr/> <p><i>Essential question:</i> <i>How can an individual make a difference?</i></p> <p>Assessment = Action Plan</p>