

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 8th GRADE America on the Global Stage (1st Semester) *Revised 8/2019

8th GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
Unit #1 (5-6 Weeks) Growing Pains: Immigration & Industrialization	History SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society. SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.	Assimilation Chinese Exclusion Act Company Towns Capitalism Captains of Industry Corporations Gilded Age Immigration Industrialization Labor Reforms Laissez-Faire (Deregulation) Poverty Progressivism Push and Pull Factors Racism Regulation Robber Barons The Jungle Unions Urbanization Vertical Integration Women's Suffrage	DBQ Project The Philanthropy of Andrew Carnegie: Did it make him a hero? (2, 4) Progressivism: Where will you put your million dollars? (2, 4) Project Tahoe <u>Robber barons or captains of industry?</u> (Seminar Discussion 4, 6) <u>The Jungle</u> (Close Read 2) <u>Hyphenated Americanism</u> (Close Read 2) <u>Declaration of Sentiments</u> (Close Read 2) <u>Why was the Triangle Shirtwaist Fire of 1911 a disaster of epic proportions and how did it create changes in law?</u> (DBQ 4, 6) <u>Indian Boarding Schools: Tools of Forced Assimilation?</u> (DBQ and Controversial Issue 6, 7, 10) <u>Women's Suffrage</u> (Textbook Lesson 4, 6) <u>Were Industrialists Good for America?</u> (Discussion Lesson 8, 9) Muckrakers Jigsaw (Discussion) SHEG <u>The Homestead Strike</u> (Close Read 2) <u>Albert Parsons</u> (SAC) <u>Pullman Strike</u> (Close Read 2) <u>Political Bosses</u> (Close Read 2) <u>Jacob Riis</u> (DBQ 2, 4) <u>Settlement House</u> (SAC 2, 6, 7, 9) <u>Japanese Segregation in San Francisco</u> (DBQ 2, 4) <u>Booker T Washington v. W.E.B. Dubois</u> (DBQ 4, 6) <u>Background On Woman Suffrage</u> (Discussion 7, 9) <u>Anti-Suffragists</u> (Close Read 2) CommonLit <u>Code-Switching to Assimilate</u> Population Education.org Lesson <u>More the Merrier?</u> (5, 6, 9, 10)
	Multi-Cultural SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.		
	Civics SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.		
	Geography SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods and ideas. SS.6-8.WGGS.29. Explain how global changes in population distribution patterns affect changes in land use in particular areas. SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.		
	Economics SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes.		

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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
Unit #2 (5-6 Weeks) Checkmate: America as an Imperial Power	History	Alliances Banana Republics Colonization Dollar Diplomacy Empire Expansionism Hawaii Annexation Imperialism Implications of Conflict Industry Isolationism Militarism Nationalism Philippine-American War Propaganda Roosevelt Corollary Spanish-American War Spheres of Influence WWI	DBQ Binder Should the United States have annexed the Philippines? Project Tahoe The Red Baron Scores Two Victories (One Pager 8) The Sedition Act (One Pager 8) Wilson's Reasons For Entering WWI (One Pager 8) WWI Gas Attack (One Pager 8) Defeating The League of Nations (Close Reading 9) Women's Roles in WWI (OUT 2, 4) SHEG Maine Explosion Spanish-American War (Discussion 6, 8, 9) Philippine-American War (Political Cartoons 4, 8) Soldiers in the Philippines (DBQ 4, 6) US Entry into WWI (DBQ 4, 6) Sedition in WWI (DBQ 4, 6) League of Nations (Assessment 2) The Annexation of Hawaii (Close Read 2) Inquiry Lesson Do Peace Treaties Achieve Peace? (2, 4, 6, 10) C3 Inquiry Lesson American Expansion: Was American Expansion Abroad Justified? (SAC 6, 7, 8, 9)	
	Multi-Cultural			SS.6-8.WGGS.12. Compare the rise and fall of governmental systems and political developments across the world. SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world. SS.6-8.WGGS.19. Analyze the use of conflict and/or diplomacy in global interactions.
	Multi-Cultural			SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.
	Civics			SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives. SS.6-8.WGGS.26. Examine the origins, purposes, and impact of laws, treaties, and international agreements.
	G			SS.6-8.WGGS.30. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
Economics	SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors. SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.			

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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
Unit #3 (3-4 Weeks) Cosmopolitan Consumerism, Debilitating Depression, The Roaring 20s, and the Great Depression	History SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society. SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. SS.6-8.WGGS.18. Investigate Nevada’s role in the world using the five themes of geography: place, location, human environment interaction, movement, and region.	Automobile Consumerism Dust Bowl Flappers Great Depression Harlem Renaissance Jazz Age Market Systems Migration New Deal Prohibition Race Riots Roaring 20’s Scopes Trial Stock Market Crash Teapot Dome Scandal Unemployment Women’s Rights Women’s Suffrage	DBQ Project Migrating West During the American Dust Bowl (4, 6, 8) Project Tahoe <u>Nevada’s Divorce History</u> (2, 6, 9) <u>The CCC in Nevada- But, Because, So...</u> (2, 6, 9) <u>Migrant Mother</u> (One Pager 4, 6, 8) <u>Black Sunday April 14 1935</u> (One pager 4) <u>How did jazz music during the 1920s reflect a change of culture for America?</u> (Discussion Lesson 4, 6, 8, 9) <u>How effective was the New Deal in Responding to Dust Bowl tragedies?</u> (Discussion Lesson 4, 6, 8, 9) <u>Industry as an instrument of change in the 1930’s</u> (Discussion Lesson 4, 6, 8, 9) <u>Should FDR be remembered as a great president or a power hungry leader?</u> (Discussion Lesson 4, 6, 8, 9) <u>Women’s Suffrage</u> (OUT 4, 6, 8) Inquiry Lessons <u>How might the struggles of the Great Depression been limited or prevented?</u> (6, 9, 10) <u>Can music and art change society?</u> (2, 4, 6) <u>How did the struggle for women’s suffrage in Nevada compare to the struggle nationwide?</u> (2, 4, 6, 8, 9)
	Multi-Cultural SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.		
	Civics SS.6-8.WGGS.24. Describe the roles of political, civic, and economic organizations in shaping people’s lives. SS.6-8.WGGS.26. Examine the origins, purposes, and impact of laws, treaties, and international agreements.		
	Geography SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.		
	Economics SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale. SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors. SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.		

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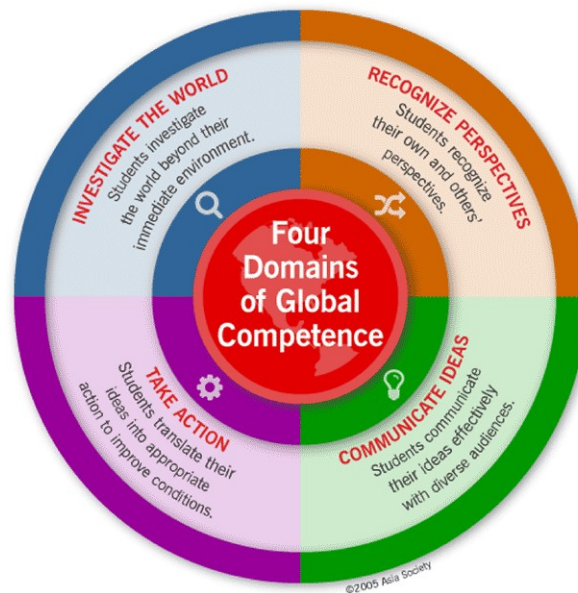
UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
Unit #4 (3-5 Weeks) Awakening the Sleeping Giant: American Power During WWII	Histor SS.6-8.WGGS.12. Compare the rise and fall of governmental systems and political developments across the world. SS.6-8.WGGS.13. Examine instances of conflict, oppression, human rights violations, and genocide across the world as well as responses to these violations. SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.	Anti-Semitism Atomic Weapons Blitzkrieg Capitalism (The move to Globalization) Dictatorship Ethnically Diverse Contributions (eg. Navajo Code Talkers, Tuskegee Airmen etc.) Fascism Genocide Holocaust Japanese Internment Mechanization Nationalism Nazi Pearl Harbor Potsdam Declaration Propaganda Rosie the Riveter Soviet Theaters of War Totalitarianism	DBQ Project Why Did Japan Attack Pearl Harbor? Project Tahoe <u>Pearl Harbor</u> (Close Read 2) <u>Holocaust and The United States</u> (DBQ 6, 7) <u>Executive Order 9066</u> (Close Read 2) <u>Japanese Internment</u> (Discussion 8, 9) <u>Dropping the Bombs</u> (Discussion 6, 8, 9) <u>Entertainment as a Morale Booster During WWII</u> (DBQ 6,8, 9) Did Roosevelt know about the attack on Pearl Harbor prior to December 7 th ? (DBQ) SHEG <u>Nazi Propaganda</u> (PPT/Discussion 6, 8, 9) <u>Zoot Suit Riots</u> (Discussion 8, 9) Inquiry Lessons <u>Mini-Inquiry- How did D-Day change the course of the war, and potentially the course of history?</u> (1, 2, 3, 5, 6) <u>Should Freedom Be Sacrificed in the Name of National Security?</u> (2, 4, 6, 7, 8, 10)
	Multi-Cultural SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.		
	Civics SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives. SS.6-8.WGGS.26. Examine the origins, purposes, and impact of laws, treaties, and international agreements.		
	Geography SS.6-8.WGGS.27. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world. SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.		
	Economics SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale. SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors. S.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.		

8th Grade Global Studies

*Revised 8/2019

The second semester of 8th grade will be a study in World Geography and Global Studies. The teaching interval starts with globalization in Unit 1, which provides a global perspective on contemporary issues. It is designed to create educated student leaders who are prepared to take action on 21st century global issues. This content area builds students' skills in understanding multiple perspectives on complex issues to promote investigations that lead to civic discourse and informed action around possible solutions.

The following scope and sequence provides space and time for schools who choose to incorporate individual student research projects based on the standards (e.g. National History Day, Decades Research Project, Chautauqua, or Project Based Learning). In addition, the expectation is that students will engage in learning about four to eight of the global issues based upon school goals, student interests, and time available. During the second semester, 8th grade students are provided an opportunity to choose an issue upon which to be civically engaged and take informed action. This can happen at any point in the semester, but it should be directly linked to course objectives and meet the disciplinary skills in the standards.



UN Sustainable Development Goals

*Revised 8/2019

The UN Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. The Goals interconnect and in order to leave no one behind, it is important that we achieve each Goal and target by 2030.



WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 8th GRADE America on the Global Stage (2nd Semester) *Revised 8/2019

UNIT	CONTENT THEME STANDARDS		RELEVANT CONTENT	ALIGNED RESOURCES
8 th Grade Research Project (2-4 Weeks)	Constructing Compelling Questions	<p>SS.6-8.WGGS.1. Construct compelling questions based upon disciplinary concepts.</p> <p>SS.6-8.WGGS.2. Evaluate various interpretations in answer to compelling questions within and across disciplines.</p>	<p>Investigate Analyze Synthesize Evaluate Research Media Literacy Credibility Reliability Substantive Claims Counter-Claim Evidence Reasoning Multi-Media Compelling</p>	<p>National History Day</p> <p>Model UN</p> <p>Statewide Research Databases ABC-Clio EBSCO World Book</p> <p>SHEG: Civic Online Reasoning</p> <p>Copyright VS Fair Use Video</p> <p>How to Use Databases Video</p> <p>Bibliographical Citations</p> <p>Creative Commons for Photos</p> <p>Best Search Tools</p> <p>Global Issue Brief</p>
	Creating Supporting Questions	<p>SS.6-8.WGGS.3. Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline.</p>		
	Developing claims and using evidence	<p>SS.6-8.WGGS.4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and disciplinary skills.</p> <p>SS.6-8.WGGS.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.</p>		
	Communicating and critiquing conclusions	<p>SS.6-8.WGGS.6. Using varied source material, develop an argument based on substantive claims, with strong evidence and clear reasoning.</p> <p>SS.6-8.WGGS.7. Examine different arguments while pointing out the strengths and limitations of each</p>		

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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
Global Issue 1 (2-4 Weeks) Globalization	History		CIA World Fact Book* Germany Japan China Poland Greece South Korea Diplomacy.state.gov Simulations (2, 4, 6, 8, 9, 10, 11) International Migration Crisis Freshwater Crisis International Wildlife Trafficking Global Counterfeit Trade Crisis in Our Oceans Resources Video: Globalization (4, 6, 7, 8, 9, 10, 11) Nat GEO Debate: (4, 6, 7, 8, 9) TedEd: Urbanization & the Evolution of Cities across 10,000 years Population Education.org Lesson Chips of Trade (6, 8, 9, 10) Gapminder Tools and Video Reading & Comprehension Building a Borderless World World Economic Forum: One for All Global Studies Lessons Conflict Minerals in the Democratic Republic of Congo (1, 3, 4, 9, 10) Taking Informed Action Ideas Becoming a Knowledgeable Consumer- page 26 Globalization Text (10, 11) Global Issue Brief Taking Informed Action project template	
	Multi-Cultural	SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives. SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.		Communism Conservation Costs & Benefits Economy European Union Export Foreign Competition Globalization Import Labor Shortage NAFTA NATO Natural Resource Overconsumption Poverty Technology Trade United Nations
	Civics	SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. SS.6-8.WGGS.21. Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.		
	Civics	SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives. SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.		
	Geography	SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. SS.6-8.WGGS.29. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.		
Economics	SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale. SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors. SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.	UN Sustainable Development Goals: 1. Responsible Consumption and Production 2. Life Below Water 3. Life on Land 4. Peace, Justice, and Strong Institutions 5. Partnerships for the UN Goals		

In the second semester of 8th grade, teachers and departments have some flexibility to make curricular choices. Departments are encouraged to allow time for individual student research projects (e.g. National History Day, Decades Research Project, Chautauqua, PBL). In addition, the expectation is that students will engage in learning regarding four to eight Global Issues based upon student interest and time available. A culminating 8th grade project should allow students opportunities to choose an issue upon which to be civically engaged and take informed action.

*General link to the CIA World Fact Book for information on countries represented in readings for this global issue.

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Global Issue 2 (2-4 Weeks) Global Conflicts: From Conflict to Resolution	History SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world. SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives. SS.6-8.WGGS.19. Analyze the use of conflict and/or diplomacy in global interactions.	Conflict Minerals Economic Sanctions Foreign Policy G8 Imperialism Indigenous People Insurgency Intelligence Agencies Nuclear Weapons Propaganda Refugees / Refugee Crisis Revolutions/Revolutionary State Sovereignty Terrorism Treaties and Trade United Nations The World Bank / IMF UN Sustainable Development Goals: 1. <u>Peace, Justice, and Strong Institutions</u> 2. <u>Partnerships for the UN Goals</u>	Reading & Comprehension Texts 9-11-2001 President Bush's Islam is Peace Speech The Patriot Act: Protection Over Privacy If Not Threats of War or Sanctions, Then What Charter of the United Nations Chernobyl: Interviews from Inside a Disaster Area Propaganda: Battling for the Mind Diplomacy.state.gov Simulations (2, 4, 6, 8, 9, 10, 11) International Migration Crisis Nuclear Crisis HIV/ AIDS Crisis Peacebuilding: The Challenge of Darfur Facing History Teaching About the Global Refugee Crisis Choices Mapping the Refugee Crisis iCivics Foreign Policy: War & Peace &... C3 Inquiry Lesson Can nations own the sea? (the South China Sea) (2, 4, 6, 11) Global Studies Lessons Understanding Armed Conflict (2, 4, 5, 7, 9, 10, 11) Democracies at Risk (2, 6, 9, 10) Patterns of Conflict/ How Can Conflict be Resolved? (6, 8, 10) Global Issue Brief
	Multi-Cultural SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities across the world today.		
	Civics SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives. SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it. SS.6-8.WGGS.26. Examine the origins, purposes, and impact of laws, treaties, and international agreements.		
	Geography SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. SS.6-8.WGGS.30. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.		
	Economics SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors. SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.		

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Global Issue 3: (2-4 Weeks) Population Growth	History	<p>SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society.</p> <p>SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.</p>	<p>Agroecologist Consumption Demographics Incentive Literacy Rate Migrate(tion) Sustainability</p> <p>UN Sustainable Development Goals: 1. <u>Industry, Innovation, and Infrastructure</u> 2. <u>Sustainable Cities and Communities</u> 3. <u>Responsible Consumption and Production</u> 4. <u>Life Below Water</u> 5. <u>Life on Land</u></p>	<p>CIA World Fact Book* Japan Pakistan South Korea Bangladesh India China</p> <p>Population Education.org Lessons <u>Population Growth</u> (8, 10) <u>Fertility and Life Expectancy</u> (2, 5, 6, 8, 9) <u>All in the Family</u> (8, 9, 10) <u>Land Use</u> (2, 8, 9) <u>The Global Environment</u> (2, 6, 9, 10) <u>Meeting Human Needs</u> (9, 10) <u>Where Do We Grow From Here?</u> (2, 8, 9) <u>Population Circle</u> (2, 9)</p> <p>Resources TedEd: <u>Population Pyramids Powerful Predictors of the Future</u> (4, 5, 6, 8, 9, 10) <u>Power of Population Pyramids</u> <u>Educating Wanjiku</u> <u>Almighty Aquifers</u> (8, 9, 10) <u>Pop Quiz</u></p> <p>Taking Informed Action Ideas Take a Census: Find Out Who Lives in Your Community- page 26 Population Growth Text (10, 11)</p> <p>Global Issue Brief</p>
	Multi-Cultural	<p>SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.</p> <p>SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.</p>		
	Civics	<p>SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.</p> <p>SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.</p>		
	Geography	<p>SS.6-8.WGGS.27. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world.</p> <p>SS.6-8.WGGS.29. Explain how global changes in population distribution patterns affect changes in land use in particular areas.</p> <p>SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.</p>		
	Economics	<p>SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.</p>		

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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
Global Issue 4 (2-4 Weeks) Standard of Living	History	Cost of Living Diversified Economy Income Infant Mortality Rate Infrastructure Life Expectancy Literacy Rate Overpopulation Poverty Line Standard of Living Quality of Life UN Sustainable Development Goals: 1. <u>No Poverty</u> 2. <u>Good Health and Well-Being</u> 3. <u>Quality Education</u> 4. <u>Clean Water and Sanitation</u> 5. <u>Decent Work and Economic Growth</u> 6. <u>Peace, Justice, and Strong Institutions</u>	CIA World Fact Book* Dominican Republic Haiti United Arab Emirates Costa Rica Afghanistan Turkey Global Studies/ Inquiry Lesson <u>Gold, Diamonds, Ferraris- Oh My! What Does It Really Mean to Be Rich?</u> (1, 2, 3, 10) World Population Lesson <u>Fertility and Life Expectancy</u> (2, 5, 6, 8, 9) Diplomacy.state.gov Simulation <u>Global Counterfeit Trade</u> (2, 4, 6, 8, 9, 10, 11) University of Michigan Investigations <u>Why is access to water unequal in and around Mexico City?</u> (2, 4, 5, 6, 7, 8, 10, 11) <u>Why does hazardous child labor continue to exist in Nepal?</u> (4, 5, 6, 7, 8, 10, 11) Resources <u>Living Wage vs. Minimum Wage</u> <u>Food for Thought</u> Reading & Comprehension <u>The Economic Bill of Rights</u> <u>Maslow's Hierarchy of Needs</u> <u>Education in Rural Pakistan</u> Taking Informed Action Ideas Organize a Food Drive- page 26 Standard of Living Text (10, 11) Global Issue Brief	
	Multi-Cultural			SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society. SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives. SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world. SS.6-8.WGGS.19. Analyze the use of conflict and/or diplomacy in global interactions.
	Civics			SS.6-8.WGGS.21. Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today. SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.
	Civics			SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives. SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.
	Geography			SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.
Economics	SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale. SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.			

In the second semester of 8th grade, teachers and departments have some flexibility to make curricular choices. Departments are encouraged to allow time for individual student research projects (e.g. National History Day, Decades Research Project, Chautauqua, PBL). In addition, the expectation is that students will engage in learning regarding four to eight Global Issues based upon student interest and time available. A culminating 8th grade project should allow students opportunities to choose an issue upon which to be civically engaged and take informed action.

*General link to the CIA World Fact Book for information on countries represented in readings for this global issue.

8th GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
Global Issue 5 (2-4 Weeks) Food Supply	History SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society. SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives. SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.	Agriculture Climate Change Consumption Drought Famine Food Desert Food Security GDP Livestock Malnutrition Natural Disaster Nutrition Sustainability UN Sustainable Development Goals: 1. Zero Hunger 2. Good Health and Well-Being 3. Clean Water and Sanitation 4. Sustainable Cities and Communities	CIA World Fact Book* Somalia Pakistan India Mali Cote d'Ivoire Bangladesh Diplomacy.state.gov Simulation Crisis in Our Oceans: Negotiating a Solution to Protect Our Food (2, 4, 6, 8, 9, 10, 11) Resources Foodspan-Farmers, Factories, & Food Chains Teaching Tolerance: Challenging Hunger in the United States TedEd: Will the Ocean ever Run Out of Fish Earth: Apple of Our Eye Reading & Comprehension Food Deserts Taking Informed Action Ideas Volunteer at a Community Garden- page 26 Food Supply Text (10, 11) Global Issue Brief
	Multi-Cultural SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.		
	Civics SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives. SS.6-8.WGGS.26. Examine the origins, purposes, and impact of laws, treaties, and international agreements. SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.		
	Geography SS.6-8.WGGS.27. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world. SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. SS.6-8.WGGS.29. Explain how global changes in population distribution patterns affect changes in land use in particular areas. SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.		
	Economics SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale. SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.		

In the second semester of 8th grade, teachers and departments have some flexibility to make curricular choices. Departments are encouraged to allow time for individual student research projects (e.g. National History Day, Decades Research Project, Chautauqua, PBL). In addition, the expectation is that students will engage in learning regarding four to eight Global Issues based upon student interest and time available. A culminating 8th grade project should allow students opportunities to choose an issue upon which to be civically engaged and take informed action.

*General link to the CIA World Fact Book for information on countries represented in readings for this global issue.

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 8th GRADE America on the Global Stage (2nd Semester)

*Revised 8/2019

8th GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
Global Issue 6 (2-4 Weeks) Health	History SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives. SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.	Chronic Epidemic GDP per capita Hereditary Hygiene Life-expectancy Pandemic Poverty Sanitation Vaccine Virus UN Sustainable Development Goals: 1. <u>Zero Hunger</u> 2. <u>Good Health and Well-Being</u> 3. <u>Clean Water and Sanitation</u>	CIA World Fact Book* Nigeria Burkina Faso Sierra Leone Romania Italy Ukraine Inquiry Lesson <u>How is Availability of Clean Water a Global Problem?</u> Diplomacy.state.gov Simulation <u>HIV/ AIDS Crisis</u> (2, 4, 6, 8, 9, 10, 11) Resources <u>PBS: Global Health</u> <u>TedEd: When is Water Safe to Drink</u> <u>Unfair Race</u> Reading & Comprehension <u>Sugary Drinks</u> World Population Lesson <u>Almighty Aquifers</u> (8, 9, 10) Taking Informed Action Ideas Put on a Health Fair- page 26 Health Text (10, 11) Global Issue Brief
	Multi-Cultural SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.		
	Civics SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives. SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.		
	Geography SS.6-8.WGGS.27. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world. SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.		
	Economics SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale. SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.		

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UNIT	CONTENT THEME STANDARDS		RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
Global Issue 7 (2-4 Weeks) Energy Resources	History	SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives. SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world. SS.6-8.WGGS.18. Investigate Nevada’s role in the world using the five themes of geography: place, location, human environment interaction, movement, and region.	Biofuel Conservation Diversify Emissions Fossil fuel Geothermal Hydropower Microbe (Non) Renewable energy Reserves Reservoir Revenue UN Sustainable Development Goals: 1. <u>Affordable and Clean Energy</u> 2. <u>Climate Action</u>	CIA World Fact Book* Brazil Russia Argentina Saudi Arabia Qatar & Bahrain Diplomacy.state.gov Simulation <u>Freshwater Crisis: Energy Security and Economic Growth</u> (2, 4, 6, 8, 9, 10, 11) Resources PBS: <u>Exploring Alternative Energy Sources</u> TedEd: <u>How Does Fracking Work</u> TedEd: <u>How to Fly Around the World Without Fuel</u> Reading & Comprehension <u>Living Without Electricity</u> World Population Lesson <u>The Global Environment</u> (2, 6, 9, 10) Taking Informed Action Ideas Go On an Energy Diet- page 26 Energy Resources Text (10, 11) Global Studies Lesson <u>Renewable vs. Nonrenewable Energy</u> Global Issue Brief
	Multi-Cultural	SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.		
	Civics	SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people’s lives SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.		
	Geography	SS.6-8.WGGS.27. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world. SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. SS.6-8.WGGS.30. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.		
	Economics	SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale. SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors. SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.		

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WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 8th GRADE America on the Global Stage (2nd Semester)

*Revised 8/2019

8th GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
Global Issue 8 (2-4 Weeks) From Civil Rights to Human Rights	History	Authoritarian Censorship Class Democracy Discrimination Equality Ethnicity Gender Immigrant Justice Movements Non-violent Protests Oppression Racism Refugee Revolutions Rule of Law Segregation Violent Protest UN Sustainable Development Goals: 1. <u>Quality Education</u> 2. <u>Gender Equality</u> 3. <u>Reduced Inequalities</u> 4. <u>Peace, Justice, and Strong Institutions</u>	Common Lit Afghanistan's Underground Girls Life on Reservations Behind the Native American Achievement Gap UN Explores Native American Rights Disability Rights America's Most Famous Hate Group: KKK South African Apartheid The Blue-Eyed Brown-Eyed Exercise Learning to Code Switch The Danger of a Single Story The Chicano Movement He Before She Gender Equality Speech Diplomacy.state.gov Simulation Peacebuilding: The Challenge of Darfur (2, 4, 6, 8, 9, 10, 11) Inquiry Lesson Mini-Inquiries- From Reconstruction to Modern Issues: A Choice Project (1, 3, 6, 9, 10) University of Michigan Investigation Is post-apartheid South Africa living up to its promises? (4, 5, 6, 7, 8, 10) Global Issue Lesson Push and Pull Factors and Human Rights (2, 4, 6, 8, 9, 10) Global Issue Brief	
	Multi-Cultural			SS.6-8.WGGS.13. Examine instances of conflict, oppression, human rights violations and genocide across the world as well as response to these violations. SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives. SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. SS.6-8.WGGS.18. Investigate Nevada's role in the world using the five themes of geography: place, location, human environment interaction, movement, and region.
	Civics			SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. SS.6-8.WGGS.21. Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today. SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities across the world today.
	Geography			SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives. SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.
	Economics			SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there. SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale. SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors.

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