

## Course Resources:

## Civics in Practice Unit Outcomes.docx

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire Year						
Unit 1: A Tradition of Democracy  (updated 8/18/19)	<p>6-8.SS.Inq1.a.m(A) Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>6-8.SS.Inq1.b.m(A) Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>6-8.SS.Inq2.a.m(A) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq3.a.m(A) Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>6-8.SS.Inq3.b.m(A) Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.Inq5.a.m(A) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>6-8.SS.BH1.a.m(A) Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior</p> <p>6-8.SS.BH1.b.m(A) Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p>6-8.SS.BH2.a.m(A) Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>6-8.SS.BH2.b.m(A) Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</p>		<p>Chapter 1-</p> <p>1) What is are your duties as a US citizen?</p> <p>2) How have immigrants affected, added to, or changed life in the United States?</p> <p>3) How has the US population changed and grown through out history and today?</p> <p>Chapter 2</p> <p>4) How have different types of government affected the lives of countries?</p> <p>5) What is the role of the people and government in human rights?</p> <p>6) How did the writers of the Constitution use history to influence their document?</p>	<p>Chapter 1-</p> <p>Explain that it is the duty of US citizens to help preserve freedom, and to ensure justice and equality for yourself and all Americans.</p> <p>Chart the changes in the culture of the United States throughout history, as immigrants added their languages, ideas, beliefs,hopes, and customs to it.</p> <p>Explain how the US population continues to grow and change today.</p> <p>Chapter 2</p> <p>Describe how government plays an essential role in every country and affects the lives of people throughout the world. Identify the American ideals that people should rule themselves and that government should protect human rights are clearly set forth in the Declaration of Independence.</p> <p>Explain how the framers of the Constitution drew upon a history of democratic ideals while developing a document that would establish a new, stronger federal government.</p>	<p>Homework: Section Review Questions Government Brochure Project Teacher Observation Classroom Discussions and Participation Chapter Tests Social Studies Notebook</p>	<p>1 Peter 2:13-14: " Submit yourselves for the Lord's sake to every human authority: whether to the emperors, as the supreme authority, or to governors, who are sent by him to punish those who do wrong and to commend those who do right"</p>

## 6-8.SS.BH3.a.m(A)

Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.

## 6-8.SS.Geog1.a.m(A)

Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).

## 6-8.SS.Geog1.b.m(A)

Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them

## 6-8.SS.Hist1.a.m(A)

Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.

## 6-8.SS.Hist1.b.m(A)

Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

## 6-8.SS.Hist2.b.m(A)

Explain patterns of change over time in the community, the state, the United States, and the world.

## 6-8.SS.PS1.a.m(A)

Investigate the components of responsible citizenship. Summarize the importance of rule of law.

## 6-8.SS.PS1.b.m(A)

Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state

## 6-8.SS.PS2.a.m(A)

Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.

## 6-8.SS.PS2.b.m(A)

	<p>Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).</p> <p>6-8.SS.PS2.c.m(A) Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>					
<p>United States Constitution <i>(updated 8/19/19)</i></p>	<p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.Inq5.a.m(A) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>6-8.SS.Hist1.a.m(A) Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist1.b.m(A) Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.PS1.a.m(A) Investigate the components of responsible citizenship. Summarize the importance of rule of law.</p> <p>6-8.SS.PS1.b.m(A) Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state</p> <p>6-8.SS.PS2.a.m(A) Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws,</p>		<p>Chapter 3 1) How does the Constitution and citizens grant power to the government? 2)How does the government carry out the goals of the Constitution? 3) What are the three branches of government? 4) What system has been put into place to ensure that no branch or group holds too much power? 5) How has the Constitution changed to meet the needs of the country the past 200 years? Chapter 4 6) What are the freedoms that are guaranteed in the Bill of Rights? 7) How do amendments affect the Constitution and our rights? 8) How is an amendment made to the Constitution? 9) What are our duties and responsibilities as US citizens in the Constitution?</p>	<p>Chapter 3 Explain how United States citizens grant power to the government in the Constitution and in return, the government is to carry out the goals of the Constitution. Identify how the Constitution divides power among three branches of government so that no one group holds too much power. Describe how the Constitution is an enduring document that has met the needs of a changing country for more than 200 years. Chapter 4 Outline the freedoms spelled out in the Bill of Rights are essential to our democratic system. Explain how other amendments to the Constitution expanded the rights of Americans. Describe hpw along with the rights and freedoms of US citizenship come important duties and responsibilities.</p>	<p>Homework Class Discussions and Participation Social Studies Notebook Chapter Tests Teacher Observations Social Studies Notebook</p>	<p>Romans 13:1- "Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God."</p>

	<p>constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.</p> <p>6-8.SS.PS2.b.m(A) Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).</p> <p>6-8.SS.PS2.c.m(A) Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p> <p>6-8.SS.Econ1.a.m(I) Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> <p>6-8.SS.Econ4.c.m(I) Analyze the impact of different government policies (e.g., taxation and government spending) on the economy</p> <p>6-8.SS.PS3.c.m(I) Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels</p>					
<p>Unit 2: The Federal Government <i>(updated 8/19/19)</i></p>	<p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.Inq5.a.m(A) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>6-8.SS.PS1.a.m(A) Investigate the components of responsible citizenship. Summarize the importance of rule of law.</p> <p>6-8.SS.PS2.a.m(A) Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws,</p>		<p>Chapter 5 1) What are the qualifications to become a member of the House of Representatives? 2) What are the qualifications to become a members of the Senate? 3) How is Congress organized between the two houses and within parties? 4) What are the powers that Congress has and what powers does Congress share with other governing bodies? 5) What is the process a bill must go through to become a law? Chapter 6</p>	<p>Chapter 5: Outline how Congress is divided into two houses, and members of each house must have certain qualifications. Explain how Congress is organized and led in a way that fosters democracy. Identify the powers Congress has as well as the limits on those powers. Outline the stages that a bill must go through to become a law. Chapter 6 Identify the specific qualifications required to become the president and the vice president.</p>	<p>Homework Teacher Observations Class Discussions and Participation Projects Unit Test Social Studies Notebook</p>	<p>Romans 13:1- "Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God."</p>

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constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.

6-8.SS.PS2.b.m(A)  
Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).

6-8.SS.PS3.c.m(A)  
Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels

6-8.SS.PS3.d.m(A)  
Analyze how governments address and solve problems through the public policy process.

6-8.SS.Econ1.a.m(I)  
Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.

6-8.SS.PS1.b.m(I)  
Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state

6-8.SS.PS2.c.m(I)  
Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.

6-8.SS.PS4.a.m(I)  
Assemble an argument utilizing multiple sources of information.

6-8.SS.PS4.b.m(I)  
Provide examples of diplomacy,

6) What are the qualifications to become the president of the United States? to become the Vice President?

7) What are the different roles of the president?

8) What powers come with each role that the president fills?

9) What are the different departments that the executive branch is broken up into?

10) What are some of the agencies and committees in the executive branch and their specialized duties?

Chapter 8

11) what government entity protects the US citizens' rights?

12) What are the three levels of the federal court system?

13) How does the US Supreme Court affect the daily lives of United States citizens?

Describe the powers held by the president of the United States as well as their roles that affect the citizens of the US and people throughout the world.

Explain how the executive branch of the US government is divided into several departments.

Identify and describe the independent agencies and regulatory committees of the US government that perform specialized duties.

Chapter 7

Explain how the rights of all US citizens are protected by laws and the court.

Outline the federal court system, which consists of three levels or courts, and what their specific duties entail.

Describe how the Supreme Court hears appeals, reviews laws, and strongly influences American society.

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	pluralism, and consensus building (between individuals, groups, and institutions)				
Unit 3: State and Local Government <i>(updated 8/19/19)</i>	<p>6-8.SS.Inq1.a.m(A) Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>6-8.SS.Inq1.b.m(A) Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>6-8.SS.Inq2.b.m(A) Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>6-8.SS.Inq3.a.m(A) Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.Inq5.a.m(A) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>6-8.SS.PS1.a.m(A) Investigate the components of responsible citizenship. Summarize the importance of rule of law.</p> <p>6-8.SS.PS2.a.m(A) Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.</p> <p>6-8.SS.PS2.b.m(A) Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).</p> <p>6-8.SS.PS3.c.m(A) Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels</p> <p>6-8.SS.PS3.d.m(A) Analyze how governments address and solve problems through the public policy process.</p> <p>6-8.SS.BH2.a.m(l)</p>	<p>1) What powers belong to the state government? 2) How are state governments organized? 3) How are local governments set up? 4) What are issues that arise in local governments? 5) How do the three levels of government interact with each other? 6) How do elections affect communities?</p>	<p>Explain how the federal system of government of the United States allows state governments to serve the needs of their citizens while cooperating as a united country. Compare and contrast how State legislatures pass laws to that of US Congress. Describe how a state's executive branch, led by the governor, carries out laws made by the state's legislative. Outline state court systems; including lower courts, general trial courts, appeals courts, and state supreme courts. Explain how as Americans settled in rural communities, towns, cities, and suburbs, they set up local governments. Describe how counties are the largest unit of local government, and they share the job of governing with other units of local government. Identify the challenges face by cities governments due to the large populations of cities. Explain how everyone in the US lives under three levels of government - local, state, and federal- that all cooperate with each other. Describe how different political parties affect state and local government and elections.</p>	<p>Homework Teacher Observations Classroom Discussions and Participation Chapter Tests Social Studies Notebook</p>	<p>1 Peter 2:13-14: " Submit yourselves for the Lord's sake to every human authority: whether to the emperors, as the supreme authority, or to governors, who are sent by him to punish those who do wrong and to commend those who do right"</p>

	<p>Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>6-8.SS.BH3.a.m(l) Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p> <p>6-8.SS.Econ1.a.m(l) Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> <p>6-8.SS.PS1.b.m(l) Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state</p> <p>6-8.SS.PS3.a.m(l) Assess voter participation in elections. Explain their role in government at the local, state, tribal, and federal levels.</p> <p>6-8.SS.PS3.b.m(l) Analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).</p>					
<p>Unit 4: The Citizen in Government <i>(updated 8/19/19)</i></p>	<p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.Inq4.b.m(A) Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</p> <p>6-8.SS.Inq5.a.m(A) Explore opportunities for personal</p>		<p>Chapter 10 1) What are the different major political parties in the United States? 2) What ideals belong to each party? 3) What are the different party roles and functions at each level of government? 4) What is one of the most important rights held by US</p>	<p>Chapter 10 Outline how political parties are made up of different people with similar political ideas who put these ideas into action at all levels of government. Describe how political parties have workers at the local, state, and national levels who carry out important party</p>	<p>Homework/ Worksheets Teacher Observations Classroom Discussion and Participation Projects Chapter Tests Social Studies</p>	<p>Romans 13:1- "Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist</p>

- or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
- 6-8.SS.BH2.a.m(A)  
Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
- 6-8.SS.Econ1.a.m(A)  
Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
- 6-8.SS.PS2.b.m(A)  
Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
- 6-8.SS.PS3.a.m(A)  
Assess voter participation in elections. Explain their role in government at the local, state, tribal, and federal levels.
- 6-8.SS.PS3.b.m(A)  
Analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).
- 6-8.SS.PS3.c.m(A)  
Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels
- 6-8.SS.PS3.d.m(A)  
Analyze how governments address and solve problems through the public policy process.
- 6-8.SS.BH3.a.m(l)  
Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
- 6-8.SS.PS2.c.m(l)  
Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both

- citizens?
- 5) What is the electoral college and how does it uniquely guide our presidential election?  
Chapter 11
- 6) How do politicians and interest groups shape public opinions?
- 7) What is an interest group and how do they influence the public and government?
- 8) What are several ways that Americans can participate in the government at all levels?  
Chapter 12
- 9) Why are taxes important at all levels of government?
- 10) How do taxes influence the budget at all levels of government?
- 11) How do the levels of government track their budgets and spending?

- functions.
- Explain how the right to vote is one of the most important rights held by US citizens. Explain how every four years, US citizens elect a president using the electoral college system.  
Chapter 11
- Describe how political leaders and interest groups find many ways to shape public opinion and influence the beliefs of the American people. Illustrate how Interest groups work to persuade the government to adopt particular policies and address specific issues. Identify ways Americans can participate in government by voting and speaking out on an the issues that matter to them.  
Chapter 12
- Outline hwo each year the local, state, and federal governments provide many services with taxes collected from citizens. Explain how local, state, and federal governments depend on many types of taxes to raise the large sums of money that they need. Describe how federal, state, and local governments all have mechanisms to manage the many of billions of dollars they collect and spend each year.

Notebook

have been instituted by God.

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	<p>in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p> <p>6-8.SS.PS4.b.m(l) Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions)</p>					
<p>Unit 5: The Citizen in Society <i>(updated 8/19/19)</i></p>	<p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.Inq5.a.m(A) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>6-8.SS.BH2.a.m(A) Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>6-8.SS.BH4.a.m(A) Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p> <p>6-8.SS.PS2.b.m(A) Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).</p> <p>6-8.SS.Inq4.b.m(l) Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</p> <p>6-8.SS.BH1.a.m(l) Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior</p> <p>6-8.SS.BH1.b.m(l) Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p>6-8.SS.BH2.b.m(l) Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and</p>		<ol style="list-style-type: none"> <li>1) How has the American family changed from colonial times to today and how has that impacted society and the economy?</li> <li>2) How are US laws set up to protect the well-being of children and families when experiencing difficult times?</li> <li>3) What are ways that families serve the country as well as serve ad respect each other?</li> <li>4) What are the different levels of education within the country and how are the services and education they provide important?</li> <li>5) What opportunities do schools provide through daily classes as well as extracurricular activities and how can they help you succeed?</li> <li>6) How can experiences provided through life and education will increase critical thinking and problem solving skills?</li> <li>7) How do communities benefit from there surroundings and environment?</li> <li>8) What opportunities and services do communitites provide and how do members of the community benefit from these things?</li> <li>9) What are the several types of crimes and how do they impact the community?</li> <li>10) How do the three parts of the criminal justice system act and what part do they play in the daily lives of citizens?</li> <li>11) How are juvenile crime responses changing from the past?</li> </ol>	<p>Chapter 13 Describe how from colonial times to today, the American family has changed in many ways, but it still plays an important economic and social role in the United States. Explain how United States law regulates marriage and protects the well-being of children whose families are experiencing difficult times. Identify how the family continues to be the most important group in society, and it performs many functions for its members and for the country.</p> <p>Chapter 14 Explain how education is vital to our society and our democracy, and it can help you prepare to be a good citizen. Describe how you can be successful in school if you are aware of the opportunities your school has to offer and are prepared to take advantage of those opportunities. Explain how thinking critically is an important skill that will help you solve problems you may face in school and in life.</p> <p>Chapter 15 Compare and contrast the many different kinds of communities, and how all communities take advantage of their surroundings. Explain how communities provide social contacts, services, and local governments that help citizens make the most of their resources, labor, and leisure. Describe how communities provide many benefits and services to their residents and depend on the cooperation among people.</p> <p>Chapter 16 Explain the several types of</p>	<p>Homework Teacher Observations Classroom Discussion and Participation Chapter Tests Projects Social Studies Notebook</p>	<p>1 Peter 2:13-14: " Submit yourselves for the Lord's sake to every human authority: whether to the emperors, as the supreme authority, or to governors, who are sent by him to punish those who do wrong and to commend those who do right" 4th Commandment- Honor your father and your mother. What does this mean? We should fear and love God so that we do not despise or anger our parents and other authorities, but honor them, serve and obey them, love and cherish them.</p>

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	<p>study.</p> <p>6-8.SS.BH3.a.m(I) Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p>		<p>crime and a variety of reasons why people may commit them. Describe the three-part criminal justice system consists of police, courts, and corrections, and is used to keep the peace and bring criminals to justice. Compare and contrast how Juvenile crime is often handled differently than adult crime, but for some crimes this practice is changing.</p>		
<p>Unit 6: The American Economy <i>(updated 8/19/19)</i></p>	<p>6-8.SS.Inq2.a.m(A) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq2.b.m(A) Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.Inq4.b.m(A) Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</p> <p>6-8.SS.Inq5.a.m(A) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>6-8.SS.Econ1.a.m(A) Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> <p>6-8.SS.Econ1.b.m(A) Evaluate how incentives impact individual and/or household decision-making.</p> <p>6-8.SS.Econ2.a.m(A) Analyze the role of consumers and producers in product markets. Provide examples of how individuals and households are both consumers and producers</p> <p>6-8.SS.Econ2.b.m(A) Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to</p>	<ol style="list-style-type: none"> <li>1) How do different economic systems help satisfy people's needs?</li> <li>2) What is the US economic system and what factors shape life within that system?</li> <li>3) What are the different types of business organizations and how do they function?</li> <li>4) What are the four factors of production?</li> <li>5) How does the government interact with the economy?</li> <li>6) What are goods and services and why are they important to the economy?</li> <li>7) What is the service sector of the economy and how are profit, risk, and innovation related?</li> <li>8) How are goods and services transported, delivered, and marketed to consumers?</li> <li>9) What are keys to becoming a wise consumer and how are consumers protected?</li> <li>10) What are the various ways consumers may use to make purchases and how are they each important?</li> <li>11) What is the purpose of banks and the banking system?</li> <li>12) How and why does the Federal Reserve System regulate and the money in circulation?</li> <li>13) What is the importance of saving and investing money and how are these protected by the government?</li> <li>14) How are private and government insurances able to protect you?</li> <li>15) What are the different parts of the business cycle?</li> <li>16) What was the Great</li> </ol>	<p>Chapter 17- Identify the many types of economic systems used by countries, such as the US market economy, to meet their citizen's needs and wants. Outline how American businesses may be organized: as sole proprietorships, partnerships, corporations, or nonprofit organizations. Describe how business owners make decisions about their use of natural resources, capital, labor, and entrepreneurship with little government interference.</p> <p>Chapter 18- Explain how mass production of goods in the US and extensive service sector have made the economy one of the most successful in the world. Outline how goods and services are distributed over a vast network to reach all parts of the United States. Illustrate how consumers must explore all of their options when buying goods and services.</p> <p>Chapter 19- Explain how individuals and businesses can pay for their purchases in many different ways, including cash, checks, charge or credit cards, and credit. Describe how banks provide a safe place to store money and help businesses and individuals by making loans. Explain how saving and investing money in a variety of ways helps individuals, businesses, and the economy as a whole. Compare and contrast private and government insurance and how they help protect people</p>	<p>Homework/ Worksheets Teacher Observations Classroom Discussion and Participation Projects Chapter Tests Social Studies Notebook</p>	<p>1 Peter 2:13-14: " Submit yourselves for the Lord's sake to every human authority: whether to the emperors, as the supreme authority, or to governors, who are sent by him to punish those who do wrong and to commend those who do right" Ephesians 4:15-16, 28 <sup>15</sup> Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ. <sup>16</sup> From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work. <sup>28</sup> Anyone who has been stealing must steal no longer, but must work, doing something useful with their own hands, that they may have something to share with those in need.</p>

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price and quality of goods and services.

6-8.SS.Econ2.c.m(A)  
Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.

6-8.SS.Econ3.a.m(A)  
Analyze how inflation, deflation, and unemployment affect different groups.

6-8.SS.Econ3.b.m(A)  
Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing

6-8.SS.Econ3.c.m(A)  
Define Gross Domestic Product (GDP), and compare the GDP of different nations.

6-8.SS.Econ4.a.m(A)  
Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).

6-8.SS.Econ4.b.m(A)  
Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).

6-8.SS.Econ4.c.m(A)  
Analyze the impact of different government policies (e.g., taxation and government spending) on the economy

6-8.SS.Econ4.d.m(A)  
Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.

6-8.SS.Econ5.a.m(A)  
Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.

6-8.SS.PS3.d.m(A)  
Analyze how governments address and solve problems through the public policy process.

6-8.SS.PS2.a.m(I)  
Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and

Depression and how was it resolved?

17) How does the US government respond when the economy faces different problems?

18) What are labor unions and how do they influence the economy and businesses?

19) What are the four basic economic systems?

20) What are three ways to invest in the economy?

21) What factors can effect the economy's performance?

22) What are the goals of government regulations, fiscal policy, and monetary policy?

23) Why do other countries trade with each other and how does international trade effect each countries economy?

24) What influences a person's career choice?

25) What are the different types of career fields and what jobs can be found within each?

26) What do employers look for in an applicant, what skills and abilities?

27) How can learning about yourself better help you decide what field to go into?

from risk and uncertainty.

Chapter 20-  
Explain how in the course of the business cycle, the US economy goes through periods of growth and decline, with the worst decline occurring during the 1930s Great Depression. Outline the different ways the US government responds to economic problems, such as inflation, unemployment, and recession, by changing its monetary and fiscal policies. Describe how workers formed labor unions, which today are regulated by government, to force employers to improve working conditions and wages.

Chapter 21-  
Explain how in a market economy, buyers and sellers interact in the marketplace and respond to prices by changing the amounts demanded and the amounts supplied. Identify factors that effect the performance of the economy, and economists study these factors. Describe how the government helps the economy by using regulation, fiscal policy, and monetary policy. Describe how international trade gives people access to more goods and services and also makes countries more interdependent.

Chapter 22-  
Explain how education and self-knowledge are important in finding a career that best suits you. Compare and contrast different career fields when considering a future career. Describe that by law, employers cannot discriminate against job applicants because of their sex, age , religion, or ethnic background. Explain how before making your career choice, learn more about what particular jobs involve and how they will benefit you. Identify and explain why learning more about your strengths and weaknesses will help you decide on a career.

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	<p>individuals.</p> <p>6-8.SS.PS3.b.m(l) Analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).</p>				
<p>Unit 7: The United States and the World</p> <p><i>(updated 8/19/19)</i></p>	<p>6-8.SS.Inq1.a.m(A) Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>6-8.SS.Inq1.b.m(A) Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>6-8.SS.Inq2.b.m(A) Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>6-8.SS.Inq3.a.m(A) Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>6-8.SS.Inq3.b.m(A) Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.BH2.a.m(A) Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>6-8.SS.BH4.a.m(A) Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p> <p>6-8.SS.Econ1.a.m(A) Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> <p>6-8.SS.Econ4.a.m(A) Compare and contrast how different economic systems (traditional,</p>	<p>1) What are the foreign policy goals of the United States?</p> <p>2)How do both the president and Congress impact US foreign relations ships and foreign policy?</p> <p>3) How does the United States take part in foreign alliances and what affects do they have in the countries involved?</p> <p>4) What is the United Nations and how is it organized?</p> <p>5) What is the role of the United Nations in the modern world?</p> <p>6) How has United States foreign policy changed throughout history from the countries founding to modern day?</p> <p>7) How have global conflicts influence US foreign policy?</p> <p>8) How has the US's relationship with the Soviet Union, now Russia, evolved and changed since World War II?</p> <p>9) How have global trends influenced foreign policy on a global level?</p>	<p>Chapter 23- Explain how both the president and Congress play roles in conducting foreign policy and building US relationships with many foreign countries. Describe how the United States engages in diplomatic alliances with other countries to serve mutual defense, economic, and other needs to promote peace and stability. Explain how the United Nations provides a forum in which countries may discuss serious problems and work toward solutions.</p> <p>Chapter 24- Explain how US leaders shaped foreign policy to avoid involvement in the affairs of other countries, but as times changed, the country was forced to become more involved in world affairs. Compare and contrast the relationship between the United States and the Soviet Union/Russia and how it deteriorated after World War II, and the countries entered into a competition for global power known as the Cold War. Describe how emerging global conflicts and trends have led the United States and other governments to rethink some foreign policies, but the primary goals of US foreign policy remain the same.</p>	<p>Homework/ Worksheets Teacher Observations Classroom Discussion and Participation Projects Chapter Tests Social Studies Notebook</p>	<p>1 Peter 2:13-14: " Submit yourselves for the Lord's sake to every human authority: whether to the emperors, as the supreme authority, or to governors, who are sent by him to punish those who do wrong and to commend those who do right" 4th Commandment- Honor your father and your mother. What does this mean? We should fear and love God so that we do not despise or anger our parents and other authorities, but honor them, serve and obey them, love and cherish them</p>

command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).

6-8.SS.Econ4.c.m(A)

Analyze the impact of different government policies (e.g., taxation and government spending) on the economy

6-8.SS.Econ5.a.m(A)

Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.

6-8.SS.Hist1.a.m(A)

Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.

6-8.SS.Hist1.b.m(A)

Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

6-8.SS.Hist3.c.m(A)

Hypothesize the direction of current events and outcomes based on the past.

6-8.SS.PS3.d.m(A)

Analyze how governments address and solve problems through the public policy process.

6-8.SS.PS4.a.m(A)

Assemble an argument utilizing multiple sources of information.

6-8.SS.PS4.b.m(A)

Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions)