

COMMUNITY UNIT SCHOOL DISTRICT 200

Social Studies Curriculum

We believe that through Social Studies education, every child can learn the role of responsible citizenship in a culturally diverse society in a democratic world. Students will be able to access information which will help them be curious lifelong learners capable of making informed and reasoned decisions for the public good.

Grade 8

1. Subject Expectation (State Goal 14) **The student will understand political systems, with an emphasis on the United States.**

Essential Learning 1 (Learning Standard A)	Understand and explain basic principles of the United States government
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| Critical Content | 14.A.3 | <p>a. describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions</p> <ul style="list-style-type: none"> • explain federalism and the separation of powers • compare the roles and responsibilities of state and federal governments (delegated powers, implied powers, concurrent powers) • specify the powers of each branch of government • apply the system of checks and balances to specific situations |
| | 14.A.3 | b. explain the significant components of the US Flag code |
| | 14.A.3 | c. explain how songs, symbols and slogans demonstrate freedom of expression and the role for protest in democracy <i>such as</i> the suffragists, civil rights leaders and war protesters |

Essential Learning 2 (Learning Standard B)	Understand the structures and functions of the political systems of Illinois, the United States and other nations
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| Critical Content | 14.B.3 | <p>a. identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions</p> <ul style="list-style-type: none"> • differentiate among and give examples of <ul style="list-style-type: none"> - democracy - representative democracy - constitutional monarchy - dictatorship - totalitarian government • compare the qualifications, duties, and powers of the three branches of the U.S. government under the Constitution |
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- compare the duties and powers of the three branches of the Illinois government under the state constitution
- sequence and explain the steps necessary for a bill to become a law at the federal level

14.B.3 b. explain the role and need for authority

Essential Learning 3 (Learning Standard C)	Understand election processes and responsibilities of citizens
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| Critical Content | 14.C.3 | <p>a. compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation</p> <ul style="list-style-type: none"> • determine and compare the impact of the popular vote and Electoral College on the outcome of presidential elections • analyze how amendments to the U.S. Constitution have impacted the voting rights of citizens including the 15th, 19th, 23rd, 24th and 26th amendments • analyze and apply a citizen’s responsibility to be informed and actively participate in government |
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Essential Learning 4 (Learning Standard D)	Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations
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| Critical Content | 14.D.3 | <p>a. describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g. general public opinion, special interest groups, formal parties, media)</p> <ul style="list-style-type: none"> • analyze the impact of significant individuals in shaping U.S. policy <i>such as</i> Theodore Roosevelt, Franklin Roosevelt, Harry Truman, Martin Luther King Jr., Lyndon Johnson, Ronald Reagan and the current president • analyze the impact of significant groups or movements in shaping U.S. policy <i>such as</i> progressives, suffragettes, industrialists, unions, civil rights groups and antiwar activists • analyze the impact that mass media, especially television, has made on U.S. policy • determine when information is propaganda and assess its meaning and influence |
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Essential Learning 5 (Learning Standard E)	Understand United States foreign policy as it relates to other nations and international issues
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| Critical Content | 14.E.3 | <p>a. compare the basic principles of the United States and its international interests (e.g. territory, environment, trade, and use of technology)</p> <ul style="list-style-type: none"> • conclude the impact of American expansionism on the United States, other nations and Native Americans • conclude the impact of American imperialism on the United States and other nations including the Spanish-American War and the acquisition of Alaska and Hawaii • conclude the impact of America’s involvement in World War I and World War II on the United States and other nations • conclude the impact of America’s containment policy on the United States and other nations including McCarthyism, Korean War, nuclear arms race and Vietnam War • conclude the impact of America’s involvement in Middle East tensions and war on terror on the United States and other nations • conclude the impact of America’s use of advanced technological weapons, transportation, and communications on the United States, other nations, and Native Americans <i>such as</i> the railroad, automobile and atomic weapons |
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Essential Learning 6 (Learning Standard F)	Understand the development of United States political ideas and traditions
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| Critical Content | 14.F.3a | <p>a. analyze historical influences on the development of political ideas and practices as enumerated in the United States Constitution, the Bill of Rights and the Illinois Constitution</p> <ul style="list-style-type: none"> • determine the reasons for the Great Compromise and the creation of a bicameral legislature • examine how the colonists’ experiences under British rule influenced the creation of the three branches of government and the system of checks and balances • determine the influence of the colonists’ experiences under British rule on the creation of the Bill of Rights including the 1st and 10th amendments • compare and contrast the Illinois Constitution with the U.S. Constitution • examine how events led to the passage of amendments to the U.S. Constitution that changed American political practices such as the 22nd amendment |
| | 14.F.3b | <p>b. describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights</p> <ul style="list-style-type: none"> • summarize the main purposes of the Constitution as stated in the Preamble |

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- apply the individual amendments in the Bill of Rights to specific situations
- explain the amending process
- describe democracy, representative democracy, republic, and consent of the governed

Essential Learning 7	*	Formulate and defend reasoned judgments and evaluate those of others regarding political topics
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| Critical Content | * | <p>a. examine and defend ideas throughout our country’s history <i>such as</i></p> <ul style="list-style-type: none"> • the ability to amend the Constitution • the idea of having a bill of rights to outline and protect the rights of citizens • the idea of checks and balances |
| | * | b. demonstrate an understanding that different people may describe the same event or situation in diverse ways but must provide reasons or evidence for their views |
| | * | c. explain and apply concepts such as power, democracy, justice and equity to examples in American History |
| | * | <p>d. apply the following skills and strategies to formulate and defend ideas relative to United States history</p> <ul style="list-style-type: none"> • distinguish fact from opinion • interpret point of view in primary sources • deduce causes and effects of historical events • analyze information provided in illustrations, maps, charts, and graphs in fiction and non-fiction history readings including primary sources • distinguish primary from secondary sources • interpret the meaning of political cartoons • criticize or affirm decisions made throughout history and justify criticisms with evidence • infer motivations for decisions made throughout history • hypothesize solutions to problems using factual evidence from history and current events • justify predictions using historical evidence |
| | * | e. interpret quotes of famous people from various periods of history |
| | * | f. take and defend a position as to why fulfilling one’s civic responsibility is important |
| | * | g. critique how different forms of political systems throughout the world have tended to protect or violate basic human rights of people including examples from the Armenian Genocide, the Holocaust and other examples from history |

Essential Learning 8	*	Use reading and writing strategies to comprehend expository
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materials

- Critical Content
- * a. activate background information using *pre-reading* strategies *such as*
 - brainstorming
 - previewing
 - predicting
 - surveying using skimming and scanning
 - setting a purpose
 - * b. recognize the organizing principles of a text in order to aid comprehension and recall
 - format features within a text
 - identify heading to determine the ordinance hierarchy of ideas
 - discern where a section of text starts and stops using organizational visual cues
 - distinguish headings from boldfaced vocabulary words
 - identify features unusual to the specific text
 - *skill pages
 - *captions
 - *review section
 - *adjunct pages of information
 - *charts
 - *graphs
 - use the front and end matter of text
 - *glossary
 - *table of contents
 - knowledge of the interrelationship among ideas
 - enumeration (listing)
 - time order (chronology)
 - comparison/contrast
 - cause/effects
 - problem/solutions
 - * c. adjust one's reading rate to the reading task
 - skimming
 - scanning
 - retelling
 - * d. develop and apply appropriate strategies *during* reading to understand expository text
 - use metacognitive strategies
 - confirming or rejecting previous predictions
 - revise/formulate predictions
 - develop questions as one reads
 - self-monitoring
 - rereading
 - use vocabulary strategies to determine text meaning
 - context clues
 - word recognition strategies
 - glossary usage
 - * e. check for understanding of expository text *after* reading,

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using various strategies *such as*

- summarize information in internal, oral or written formats
 - paraphrase information in oral or written formats
 - make generalizations from text in oral or written formats
 - form reasoned arguments/judgments from text in oral or written formats
- * f. produce written products for a variety of purposes and audiences *such as*
- note taking
 - outlining
 - summarizing
 - research reports
 - expository essays
 - persuasive essays
 - narrative essays
 - journaling
 - illustrating
 - formulate answers to open-ended questions

Essential Learning 9	*	Access, use and evaluate information from a variety of sources
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- Critical Content
- * a. self-select appropriate research materials
- b. recognize and understand the function of parts of a book and use appropriately *such as*
- table of contents
 - index
 - glossary
 - gazetteer
 - atlas
 - timeline
- * c. locate information using a variety of resources *such as*
- encyclopedia
 - periodicals
 - atlas
 - almanac
 - non-fiction books
 - computer technology
 - videos
 - newspaper
 - internet
 - historical fiction
 - community resources *such as* speakers and museums
- * d. assess the credibility of sources, especially internet sources
- * e. gather and synthesize information from multiple sources
- * f. cite sources used in research using proper works cited/ bibliography format
- * g. distinguish primary from secondary sources

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**2. Subject Expectation
(State Goal 15)**

The student will understand economic systems, with an emphasis on the United States.

Essential Learning 1 (Learning Standard A)	Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services
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| Critical Content | 15.A.3a | a. explain how market prices signal producers about what and how much to produce <ul style="list-style-type: none">• determine the impact of supply and demand on prices |
| | 15.A.3b | b. explain the relationship between productivity and wages |
| | 15.A.3c | c. describe the relationship between consumer purchases and businesses paying for productive resources |
| | 15.A.3d | d. describe the causes of unemployment (e.g. seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending) <ul style="list-style-type: none">• determine the causes and effects of the economic cycle including the stages of prosperity, recession and depression |

Essential Learning 2 (Learning Standard B)	Understand that scarcity necessitates choices by consumers
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| Critical Content | 15.B.3a | a. describe the “market clearing price” of a good or service <ul style="list-style-type: none">• determine the causes and effects of inflation |
| | 15.B.3b | b. explain the effects of choice and competition on individuals and the economy as a whole <ul style="list-style-type: none">• compare and contrast capitalism and communism• analyze the impact of a monopoly• determine the advantages and disadvantages of a free market economy |
| | 15.B.2a, 15.B.2b, 15.B.2c | c. analyze the following concepts <ul style="list-style-type: none">• scarcity• surplus• supply and demand |

Essential Learning 3 (Learning Standard C)	Understand that scarcity necessitates choices by producers
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| Critical Content | 15.C.3 | a. identify and explain the effects of various incentives to produce a good or service |
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Essential Learning 4 (Learning Standard D)	Understand trade as an exchange of goods or services
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| Critical Content | 15.D.3a | a. explain the effects of increasing and declining imports and exports to an individual and to the nation’s economy as a whole |
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- analyze the impact of a tariff on consumption and competition
- 15.D.3b b. explain how comparative advantage forms the basis for specialization and trade among nations
- conclude how and why trade generates interdependence among nations *such as* the U.S. and Asia during the early 20th century and the U.S. and the Middle East during the 1970s
- 15.D.3c c. explain how workers can affect their productivity through training and by using tools, machinery and technology
- determine the impact of various technological developments on the U.S. economy including the assembly line and computer

Essential Learning 5 (Learning Standard E)	Understand the impact of government policies and decisions on production and consumption in the economy
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- Critical Content 15.E.3a a. identify the types of taxes levied by differing levels of governments including
- state tax
 - federal tax
 - income tax-11th amendment’s sales tax, property tax
- 15.E.3b b. explain how laws and government policies (e.g. property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively
- analyze the effect of the government policy of laissez-faire on business and individuals
 - determine the impact of wartime economic policies such as rationing, control of production and embargoes
 - conclude the effects of various government policies on the U.S. economy including the New Deal and Reaganomics

Essential Learning 6	* Formulate and defend reasoned judgments and evaluate those of others regarding economic topics
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- Critical Content *
- a. demonstrate an understanding that different people may describe the same event or situation in diverse ways providing reasons or evidence for their views
- * b. use economic concepts to help explain historical and current developments and issues in local, national or global contexts
- * c. apply the following skills and strategies to formulate and defend ideas
- determine the main idea of fiction and non-fiction historical readings including primary sources
 - summarize key events
 - distinguish fact from opinion
 - recognize and determine the existence of multiple points of view
 - deduce causes and effects of economic events

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- analyze information provided in illustrations, maps charts, and graphs in fiction and non-fiction history readings including primary sources
- distinguish primary from secondary sources
- interpret the meaning of political cartoons
- criticize decisions made throughout history and justify criticisms with evidence
- infer motivations fro decisions made throughout history
- hypothesize solutions to problems using factual evidence from history and current events
- justify predictions using historical evidence

Essential Learning 7	*	Use reading and writing strategies to comprehend expository materials
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Critical Content * Same as Subject Expectation 1, Essential Learning 8

Essential Learning 8	*	Access, use and evaluate information from a variety of sources
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Critical Content * Same as Subject Expectation 1, Essential Learning 9

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**3. Subject Expectation
(State Goal 16)**

The student will understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Essential Learning 1 (Learning Standard A)

Apply the skills of historical analysis and interpretation

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| Critical Content | 16.A.3a | a. describe how historians use models for organizing historical interpretation (e.g. biographies, political events, issues and conflicts) <ul style="list-style-type: none">• apply chronological thinking and the concept of causation• interpret the causes and results of changes over time• relate historical events to current events |
| | 16.A.3b | b. make inferences and analyze data about historical events and eras using historical sources <ul style="list-style-type: none">• historical maps• timelines• images• primary sources• secondary sources• quotes• charts/graphs• political cartoons |
| | 16.A.3c | c. identify the differences between historical fact and interpretation |

Essential Learning 2 (Learning Standard B)

Understand the development of significant political events

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| Critical Content | 16.B.3b (US) | a. explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the United States Constitution <ul style="list-style-type: none">• explain how the colonists' reasons for fighting for independence are reflected in the U.S. Constitution including the Bill of Rights and the system of checks and balances |
| | 16.B.3c (US) | b. describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions <ul style="list-style-type: none">• interpret how amendments are connected to major political and social events such as the 19th amendment and woman's suffrage movement and 26th amendment and the Vietnam War• interpret how Supreme Court decisions are connected to major political and social events such as Brown v. Board of Education Topeka, Kansas and the Civil Rights Movement |
| | 16.B.3d (US) | c. describe ways in which the United States developed as a world political power |

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- determine how the U.S. expanded its interest in world affairs and acquired new territories such as through fighting the Spanish-American War
 - determine how the American economy and the nation’s role in the world expanded after World War II
 - determine the events influencing the U.S. policies of imperialism, isolationism, containment, and world policing
- new state code d. identify and discuss the causes, effects, and worldwide impacts of genocide including Armenia, Darfur, Rwanda and World War II Holocaust

Essential Learning 3 (Learning Standard C)	Understand the development of economic systems
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- Critical Content 16.C.3b (US) a. explain relationships among the American economy, slavery, immigration, industrialization, labor and urbanization from 1865-present
- analyze how technological advances impacted the American economy post-1865 *such as* the automobile, electricity and mass communication
 - identify the impact of immigration on American industry, the labor movement, the economy and urbanization
 - determine the causes and effects of the rise of organized labor (unions)
 - determine the impact of late 19th century-early 20th century industrialists, unions and immigrants in the shaping of American economic institutions
- 16.C.3c (US) b. describe how economic developments and government policies after 1865 affected the country’s economic institutions including corporations, banks and organized labor
- determine the causes and results of the stock market crash of 1929 and the Great Depression
 - analyze the impact of government policies on U.S. economic institutions including the New Deal programs *such as* Social Security and FDIC
 - explain the concept of stock and analyze the impact of the stock market on the American economy throughout history

Essential Learning 4 (Learning Standard D)	Understand Illinois, United States and world social history
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- Critical Content 16.D.3b (US) a. describe characteristics of different kinds of families in America during the 19th century
- determine the impact “new immigration” had on the American family in the late 19th century

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Essential Learning 5 (Learning Standard E)	Understand Illinois, United States and world environmental history
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- Critical Content 16.E.3b(US) a. describe how the largely rural population of the United States adapted, used and changed the environment after 1865
- determine how technology helped the rural population change the American landscape *such as* the railroad and electricity
- 16.E.3c(US) b. describe the impact of urbanization and suburbanization, 1865-present, on the environment
- determine how the growth of cities and suburbs impacted the environment (automobiles, urban sprawl, increased pollution)

Essential Learning 6 *	Formulate and defend reasoned judgments and evaluate those of others regarding historical topics
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- Critical Content *
- a. demonstrate an understanding that different people may describe the same event or situation in diverse ways providing reasons or evidence for views
- b. apply the following skills and strategies to formulate and defend ideas
- determine the main idea of fiction and non-fiction historical readings including primary sources
 - summarize key events
 - distinguish fact from opinion
 - recognize and determine the existence of multiple points of view
 - deduce causes and effects of historical events
 - analyze information provided in illustrations, maps, charts, and graphs in fiction and non-fiction history readings including primary sources
 - distinguish primary from secondary sources
 - interpret the meaning of political cartoons
 - criticize or affirm decisions made throughout history and justify criticisms with evidence
 - infer motivations for decisions made throughout history
 - hypothesize solutions to problems using factual evidence from history and current events
 - justify predictions using historical evidence
- * b. interpret quotes of famous people from various periods of history

Essential Learning 7 *	Use reading and writing strategies to comprehend expository materials
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Critical Content * Same as Subject Expectation 1, Essential Learning 8

Essential Learning 8 *	Access, use and evaluate information from a variety of sources
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Critical Content * Same as Subject Expectation 1, Essential Learning 9

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**4. Subject Expectation
(State Goal 17)**

The student will understand world geography and the effects of geography on society, with an emphasis on the United States.

Essential Learning 1 (Learning Standard A)	Locate, describe and explain places, regions and features on the Earth
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| Critical Content | 17.A.3a | a. explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g. hemispheres, meridians, continents, bodies of water) <ul style="list-style-type: none"> • locate and describe the regions of North America |
| | 17.A.3a | b. identify land formations and bodies of water which are characteristic of the geographical regions studied and explain their relationship to the ecosystem <ul style="list-style-type: none"> - gulf - river - harbor - continent - plain - isthmus - mountain - source - ocean - island - desert - delta - coastline - sea - peninsula |
| | 17.A.3b | b. explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs and satellite images |
| | 17.A.3b | c. locate places on a map using <ul style="list-style-type: none"> • latitude • longitude • cardinal directions • intermediate directions |
| | 17.A.3b | d. interpret a variety of maps using <ul style="list-style-type: none"> • a key to estimate distances and calculate scale • a scale • other graphic representations • legends |

Essential Learning 2 (Learning Standard B)	Analyze and explain characteristics and interactions of the Earth's physical systems
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| Critical Content | 17.B.3a | a. explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources |
| | 17.B.3b | b. explain how changes in components of an ecosystem affect the system overall <ul style="list-style-type: none"> • famine • disease • epidemics • farming techniques |

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Essential Learning 3 (Learning Standard C)	Understand relationships between geographic factors and society
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| Critical Content | 17.C.3a | <p>a. explain how human activity is affected by geographic factors</p> <ul style="list-style-type: none"> analyze the impact of geographic location on world conflict including World War I and World War II analyze the impact of natural resources on world conflict including reasons for American imperialism and World War II determine the impact of people’s use of modern technology to alter geographic features including the Panama Canal and the Hoover Dam determine the impact of changes in the physical system on human activity including the migration of farmers from the “Dust Bowl” during the 1930s |
| | 17.B.3b | <p>b. explain how patterns of resources are used throughout the world</p> <ul style="list-style-type: none"> analyze how patterns of resources create interdependence of world economies and influence political and social events such oil and Middle East tensions |
| | 17.C.3c | <p>c. analyze how human processes influence settlement patterns including migration and population growth</p> <ul style="list-style-type: none"> analyze the impact of immigration on the U.S. population, settlement patterns and urbanization determine the causes and results of the post-World War II baby boom including the growth of the suburbs analyze the impact of technology on settlement patterns including transportation |

Essential Learning 4 (Learning Standard D)	Understand the historical significance of geography
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| Critical Content | 17.D.3a | <p>a. explain how and why spatial patterns of settlement change over time</p> <ul style="list-style-type: none"> examine the causes and results of urbanization examine causes and results of relocation patterns <i>such as</i> migration to the “sun belt” in the U.S. |
| | 17.D.3b | <p>b. explain how interactions of geographic factors have shaped present conditions</p> |

Essential Learning 5 *	Formulate and defend reasoned judgments and evaluate those of other regarding geography topics
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| Critical Content | * | <p>a. apply the following skills and strategies to formulate and defend ideas</p> <ul style="list-style-type: none"> determine the main idea of fiction and non-fiction historical readings including primary sources summarize key events distinguish fact from opinion |
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- recognize and determine the existence of multiple points of view
- deduce causes and effects of geographical events
- analyze information provided in illustrations, maps, charts, and graphs in fiction and non-fiction history readings including primary sources
- distinguish primary from secondary sources
- interpret the meaning of political cartoons
- Criticize or affirm decisions made throughout history and justify criticisms with evidence
- infer motivations for decisions made throughout history
- hypothesize solutions to problems using factual evidence from history and current events
- justify predictions using historical evidence

Essential Learning 6	*	Use reading and writing strategies to comprehend expository materials
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Critical Content * Same as Subject Expectation 1, Essential Learning 8

Essential Learning 7	*	Access, use and evaluate information from a variety of sources
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Critical Content * Same as Subject Expectation 1, Essential Learning 9

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**5. Subject Expectation
(State Goal 18)**

The student will understand social systems, with an emphasis on the United States.

Essential Learning 1 (Learning Standard A)	Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions
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| Critical Content | 18.A.3a | a. explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture <i>such as</i> <ul style="list-style-type: none">• architecture: skyscrapers, Art Deco• literature: Mark Twain, muckrakers, Harlem Renaissance, Lost Generation• music: Jazz, Rock 'n' Roll, Rap• fashion• slang language• radio programs• television programs• advertising/commercials |
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Essential Learning 2 (Learning Standard B)	Understand the roles and interactions of individuals and groups in society
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| Critical Content | 18.B.3a | a. analyze how individuals and groups interact with and within institutions (e.g. educational, military) <ul style="list-style-type: none">• specify ways in which individuals and groups have worked to influence government policy including the progressive movement, women's suffrage movement, civil rights movement and Vietnam protests |
| | 18.A.3b | b. explain how social institutions contribute to the development and transmission of culture <ul style="list-style-type: none">• analyze the effect of Cold War politics and the space race on American culture and schooling <i>such as</i> an emphasis on intellectualism• analyze the effect of the progressive movement on immigrants and the working class <i>such as</i> the impact of settlement houses |
| | | c. describe ways family, gender, ethnicity, nationality and institutional affiliations contribute to personal identity |
| | | d. demonstrate an understanding of concepts <i>such as</i> role, status, and social class in describing the interactions of individuals and social groups |
| | | e. apply knowledge of how groups and institutions work to meet individual needs and promote the common good |
| | | f. identify and interpret examples of stereotyping, conformity, and altruism |

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Essential Learning 3 (Learning Standard C)	Understand how social systems form and develop over time
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| Critical Content | 18.C.3a | <p>a. describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g. life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights)</p> <ul style="list-style-type: none"> • compare and contrast the immigrant experience and pursuit of the “American dream” throughout different periods of history • specify ways in which different groups have pursued the liberties guaranteed by the Constitution (women’s movement, civil rights movement) • analyze the impact of mass media on American beliefs and opinions such as 1950s conformity and materialism |
| | 18.C.3b | <p>b. explain how diverse groups have contributed to U.S. social systems over time <i>such as</i> immigrants, African-Americans, teenagers and women</p> |

Essential Learning 4	*	Formulate and defend reasoned judgments and evaluate those of others regarding social systems topics
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| Critical Content | * | <p>a. demonstrate an understanding that different people may describe the same event or situation in diverse ways providing reasons or evidence for views</p> |
| | * | <p>b. apply the following skills and strategies to formulate and defend ideas</p> <ul style="list-style-type: none"> • determine the main idea of fiction and non-fiction historical readings including primary sources • summarize key events • distinguish fact from opinion • recognize and determine the existence of multiple points of view • deduce causes and effects of historical events • analyze information provided in illustrations, maps, charts, and graphs in fiction and non-fiction history readings including primary sources • distinguish primary from secondary sources • interpret the meaning of political cartoons • criticize decisions made throughout history and justify criticisms with evidence • infer motivations for decisions made throughout history • hypothesize solutions to problems using factual evidence from history and current events • justify predictions using historical evidence |

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including= a mandatory concept
 * = exceeds state standards

Essential Learning 5	*	Use reading and writing strategies to comprehend expository materials
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Critical Content * Same as Subject Expectation 1, Essential Learning 8

Essential Learning 6	*	Access, use and evaluate information from a variety of sources
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Critical Content * Same as Subject Expectation 1, Essential Learning 9

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including= a mandatory concept
* = exceeds state standards