The Illinois Social Science Learning Standards:
The standards build the knowledge, dispositions, and skills necessary for success in college, career, and civic life (c3 framework). The Social Studies curriculum supports democratic discourse within a diverse and collaborative context. The foundational skills and concepts outline the knowledge associated with four disciplines: Civics, Geography, Government and History. Classroom instruction is rooted into 4 dimensions, asking students to develop questions, apply concepts, evaluate sources and evidence and communicate conclusions.

Course Description:
Social studies is the integrated study of the social sciences and humanities to promote college, career and civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. 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.

8th Grade Social Studies Topics / Eras:
**DIMENSION 1. Compelling and Supporting Questions**

**SAMPLE COMPELLING QUESTIONS**-

S.S. IS.1: Create essential questions to help guide inquiry about a topic
S.S. IS.2: Ask essential and focusing questions that will lead to independent research
S.S. IS.3: Determine sources representing multiple points of view that will assist in organizing a research plan.

- Is America a land of political, economic, and social opportunity?
- Was the dust bowl the perfect storm?
- What choices do societies make in times of war?

**DIMENSION 2 and 3 - Disciplinary Concepts and Application**

**Assessment Questions by Topic**

- [1858-1914 Assessment](#)
- [1865-1920 Assessment](#)
- [1919-1945 Assessment](#)
- [1945-1975 Assessment](#)

These models:

- require students to demonstrate the Illinois Learning Standards using the disciplinary concepts and ideas in the 8th grade course
- Incorporate the skills and strategies in the ELA listening and speaking skills
- Require students to demonstrate a deeper understanding of essential ideas

There is at least one question for each topic and it can be administered upon completion of a unit. At least one question should be administered by all PLC members by early December. The date should be agreed upon by each member of the grade level PLC.

**Illinois Social Science Standards For Topics / Era 1858-1914**

The Western Frontier, 1858-1896
The Growth of Industry, 1865-1914
Toward an Urban America, 1865-1914

**Suggested Vocabulary For Topics**

**KEEP IN MIND** These are words you may use in daily instruction or for assignments but are not necessarily assessed.

vigilantes, ghost towns, trans continental, subsides, homestead, Nomadic, Reservations, Populist Party, standard gauge, rebate, assembly Line, mass production, corporation, stock, shareholder, trust, monopoly, philanthropy, merger, sweatshops, trade unions, emigrated, ethnic groups, sweatshops, assimilate, slums, suburbs, gilded Age, settlement houses, realism, ragtime
Inquiry Skills
SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic. (ex: immigration, Ellis Island)

Civics
SS.CV.1.6-8.LC: Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, ad office holders. (ex: union leaders, protests)

SS.CV.6.6-8.MdC: Analyze the purpose, implementation, and consequences of public policies in historic and contemporary settings. (ex: monopolies)

Economics
SS.EC.2.6-8.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. (ex: boom towns)

SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy. (ex: philanthropy, early unions)

SS.EC.FL2.6-8.MdC: Explain the correlation between investors, investment options (an associated risks), and income / wealth. (ex: land, labor, capital - factors of production)

Geography
SS.G.1.6-8.MdC. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics. (ex: population changes, mining, ranching)

SS.G.2.6-8. LC: Explain how humans and their environment affect one another. (ex: ripple effect of trains in the west)

SS.G.3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture. (ex: inventions by Ford, Edison)

SS.G.2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions. (ex: Eurasian immigrants to the U.S.)

SS.G.4.6-8.LC: Identify how cultural and environmental characteristics vary among regions of the world, (ex: Theocracy V. Democracy, lack of human right and reasons to emigrate)

History
SS.H.2.6-8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras. (ex: homestead act, reservations)

SS.H.2.6-8.MC: Analyze multiple factors that influenced the perspectives of people during different historical eras. (ex: emergence of the middle class, charities that helped the poor)
1865-1920
- Progressive Reforms
- Overseas Expansion
- World War I

Suggested Vocabulary:
KEEP IN MIND These are words you may use in daily instruction or for assignments but are not necessarily assessed.

Political machine, patronage, trust, muckraker, civil service, primary, initiative, referendum, recall, nationalism, ethnic groups, isolationism, expansionism, imperialism, annexation, spheres of influence, Open Door Policy, yellow journalism, armistice, protectorate, isthmus, anarchy, dollar diplomacy, moral diplomacy, big stick diplomacy, militarism, alliance system, entente, balance of power, propaganda, autocracy, convoy, front, armistice, mobilization, dissent, socialist, pacifist, espionage, sabotage, Fourteen Points, League of Nations, reparations

Topic/ Era: Progressive Reforms, Overseas Expansion, World War 1

Inquiry Skills

SS.IS.4.6-8.MdC. Determine credibility of sources based upon their origin, authority, and context. (muckraker, yellow journalism)

SS.IS.6.6-8.MdC. Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses. (causes of WWI)

Civics

SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media. (muckraker, yellow journalism)

SS.CV.1.6-8.MdC. Describe the roles of political, civil, and economic organizations in shaping people’s lives. (primary election)

SS.CV.3.6-8.MC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights. (progressive movement)

SS.CV.6.6-8.LC. Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address. (big stick diplomacy, imperialism, expansionism, League of Nations, Fourteen Points)

SS.CV.5.6-8.MdC. Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings. (Treaty of Versailles, end of WWI)

Geography

SS.G.1.6-8.LC. Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment. (isthmus, Panama Canal)

SS.G.1.6-8.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics. (WWI map)

Suggested Vocabulary:
**KEEP IN MIND- These are words used in daily instruction but are not necessarily assessed.**

Political machine, patronage, trust, muckraker, civil service, primary, initiative, referendum, recall, nationalism, ethnic groups, isolationism, expansionism, imperialism, annexation, spheres of influence, Open Door Policy, yellow journalism, armistice, protectorate, isthmus, anarchy, dollar diplomacy, moral diplomacy, big stick diplomacy, militarism, alliance system, entente, balance of power, propaganda, autocracy, convoy, front, armistice, mobilization, dissent, socialist, pacifist, espionage, sabotage, Fourteen Points, League of Nations, reparations

**Topic / Era:**
**1919-1945**
- Jazz Age
- Great Depression, FDR
- World War II

**Suggested Vocabulary:** KEEP IN MIND- These are words used in daily instruction but are not necessarily assessed.

Capitalism, communism, anarchist, nativism, deport, recession, productivity, assembly line/mass production, flapper, prohibition, stock, stock market, depression, dust bowl, New Deal, public works, migrant, pension, dictators, fascism, anti-semitism, totalitarianism, appeasement, blitzkrieg, disarmament, mobilization, ration, internment camps, Holocaust, genocide, kamikaze

**Topic / Era: 1919-1945, Jazz Age, Great Depression, WWII**

**Illinois Social Science Standards:**

**Inquiry Skills**
SS.IS.5.6-8.MC. Develop claims and counterclaims while pointing out the strengths and limitations of both. (ex. Truman’s decision to use the bomb)

SS.IS.8.6-8.MdC. Assess individual and collective capacities to take action to address problems and identify potential outcomes. (ex: genocide, Holocaust)

**Civics**
SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media. (ex: Red Scare)

SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings. (ex: Japanese Internment Camps)

SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address. (ex: contrasting responses to the Depression, New Deal legislation)

**Geography**
SS.G2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places. (ex. effects of depression on people, migrants)

SS.G.2.6-8.LC: Explain how humans and their environment affect one another. (ex. Dust bowl)
SS.G3.6-8.MC: Evaluate the influences of long-term human induced environmental change on spatial patterns of conflict and cooperation (ex. Dust bowl)

SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment. (ex. Map of Europe/Asia WWII)

Economic
SS.EC.1.6-8.LC: Explain how economic decisions affect the wellbeing of individuals, businesses and society. (ex. Policies of Hoover vs. FDR)

SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy. (ex. Capitalism vs. communism)

SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy. (ex. Capitalism vs. communism, New Deal)

SS.EC.2.6-8.MC: Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. (ex. Stock market, New Deal programs like AAA)

SS.EC.3.6-8.LC: Explain why standards of living increase as productivity improves. (ex. 1920s stock market boom, wartime production)

SS.EC.3.6-8.MC: Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups. (ex. Great Depression)

SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates (ex. 1920s stock market boom: credit, installment plans)

SS.EC.FL.1.6-8.MC: Describe the connection between credit, credit options, and interest and credit history. (ex. Stock market, installment plans)

SS.EC.FL.2.6-8.LC: Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving. (ex. Great Depression, stock market, banking crisis)

SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth. (ex. Stock Market)

SS.EC.FL.2.6-8.MC: Analyze the relationship between financial risks and protection, insurance and costs. (Ex. stock market, speculation)

History Standards
SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity. (ex. Differing ideologies during Depression)

SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant. (ex. Impact of world leaders during WWII)

SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time. (ex. opinion of internment camps & the bomb then/now)

SS.H.4.6-8.MdC/MC: Compare the central historical arguments in secondary works across multiple media. Organize applicable evidence into a coherent argument about the past. (ex. Should U.S. have dropped the
bomb? Were internment camps justified?)

**Topic / Era:**

**1945-1975**
- Cold War Era
- America in the 1950’s
- Civil Rights Era
- Vietnam Era

**Suggested Vocabulary:**

- Capitalism, communism, democracy, totalitarianism, Cold War, United Nations, satellite nations, containment, Iron Curtain, Berlin Airlift, Truman Doctrine, Marshall Plan, perjury, NATO, 38th Parallel, McCarthyism, CIA, Warsaw Pact, Eisenhower Doctrine, Sputnik, arms race, domino theory, standard of living, baby boom, segregation, integrate, boycott, civil disobedience, dove/hawk, poverty line, Medicare, Medicaid, sit-in, interstate, guerrilla warfare, Vietcong, search and destroy, counterculture, Vietnamization

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**Inquiry Skills**

**SS.IS.3.6-8.** Determine sources representing multiple points of view that will assist in organizing a research plan. (ex. Decades project)

**SS.IS.8.6-8.MdC/MC** Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it. Apply a range of deliberative and democratic procedures to make decisions and take action in school and community contests. (ex: Civil Rights Movement)

**Civics**

**SS.CV.3.6-8.MC.** Compare the means by which individuals and groups change societies, promote the common good, and protect rights. (ex. Montgomery bus boycott, MLK, Freedom Rides, Rosa Parks)

**SS.CV.5.6-8.MdC.** Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings. (ex. Brown vs. Board, Little Rock Nine)

**SS.CV.4.9-12.** Explain how the U.S. Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights. (ex. NAACP and civil rights legislation, civil disobedience)
**Economics**
SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses, and society. (ex. Discussion of free market vs. command economy)

SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices. (ex. Free market vs. command, Marshall Plan)

SS.EC.2.6-8.LC. Analyze the role of innovation and entrepreneurship in a market economy. (ex. Capitalism vs. Communism)

SS.EC.2.6-8.MdC. Describe the roles of institutions, such as corporations, non-profits, and labor unions, in a market economy. (ex. Capitalism vs. Communism)

**Geography**
SS.G.1.6-8.LC. Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment. (ex: Vietnam War, 38th Parallel, Iron Curtain)

SS.G.2.6-8.MdC. Compare and contrast the cultural and environmental characteristics of different places or regions. (ex: Iron Curtain, NATO, Warsaw Pact)

**History**
SS.H.1.6-8.LC. Classify series of historical events and developments as examples of change and/or continuity. (ex: Civil Rights Movement)

SS.H.1.6-8.MdC. Analyze connections among events and developments in broader historical contexts. (ex: communism, Iron Curtain, Cold War, McCarthyism)

SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. (ex: Martin Luther King Jr, Rosa Parks, etc.)

SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time. (ex: Civil Rights Movement)

SS.H.2.6-8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras. (ex: doves, hawks)

SS.H.3.6-8.MC. Analyze how people’s perspectives influenced what information is available in historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin and intended audience for historical sources where information is not easily identified.

SS.H.4.6-8.LC. Explain multiple causes and effects of historical events. (ex: arms race, Sputnik, Cold War)

SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past. (ex: doves, hawks, Civil Rights Movement)
DIMENSION 3 and 4 - Evaluating Sources and Communicating Ideas

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