

**SOCIAL STUDIES OVERVIEW**  
**GRADE: EIGHTH**  
**Lemont-Bromberek CSD 113A**

**What is the story an eighth grader is able to tell by the end of the year?**

As citizens, we have roles and responsibilities in an increasingly interconnected world. Citizens, leaders, and institutions have roles and responsibilities that continue to evolve. We can analyze the social, political and human toll of war.

Units of Study	Inquiry Skills	Civics	Economics	Geography	History
<p><b>UNIT ONE</b>  <b>The Role of a Global Power in an Interconnected World</b></p> <ul style="list-style-type: none"> <li>• <b>Genocide</b></li> <li>• <b>United Nations</b></li> <li>• <b>Trade Alliances</b></li> <li>• <b>The Global Economy</b></li> </ul>	<p><b>Constructing Essential Questions</b>            Create essential questions to help guide inquiry about a topic.</p> <p>Ask essential and focusing questions that will lead to independent research.</p> <p><b>Evaluating Sources</b>            Determine sources representing multiple points of view that will assist in organizing a research plan.</p> <p>Determine credibility of sources based upon their origin, authority, and context.</p> <p>Identify evidence from multiple sources to support claims, noting its limitations.</p> <p><b>Communicating Conclusions</b>            Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.</p>	<p><b>Civic and Political Institutions</b></p> <p>Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <p>Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</p> <p><b>Participation &amp; Deliberation</b>            Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p>Critique deliberative processes used by a wide variety of groups in various settings.</p> <p><b>Processes, Rules, and Laws</b>            Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state, or</p>	<p><b>Economic Decision Making</b>            Explain how economic decisions affect the wellbeing of individuals, businesses, and societies.</p>	<p><b>Geographic Representations</b>            Construct different representations to explain the spatial patterns of cultural and environmental characteristics.</p> <p><b>Human-Environment Interaction</b>            Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p>	<p><b>Constructing Essential Questions</b></p> <p>Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p><b>Perspectives</b>            Analyze how people's perspectives influenced what information is available in the historical sources they created.</p> <p>Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.</p> <p><b>Argumentation</b>            Organize applicable evidence into a coherent argument about the past.</p>

	<p><b>Argumentation</b> Critique the structure and credibility of arguments and explanations (self and others).</p> <p><b>Taking Informed Action</b> Assess individual and collective capacities to take action to address problems and identify potential outcomes.</p>	national government).			.
<p>Unit Two Rights &amp; Responsibilities</p> <ul style="list-style-type: none"> <li>• Supreme Court Decisions</li> <li>• Civil Rights</li> </ul>	<b>Repeated from Unit One</b>	<p><b>Civic and Political Institutions</b> Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <p><b>Participation and Deliberation</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p><b>Processes, Rules &amp; Laws</b> Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state, or national government).</p>	<b>Addressed in Unit One &amp; Three</b>	<p><b>Human-Environment Interaction</b> Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p>	<p><b>Change &amp; Continuity</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p><b>Perspectives</b> Analyze how people's perspectives influenced what information is available in the historical sources they created.</p> <p>Analyze how people's perspectives influenced what information is in the sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.</p> <p><b>Argumentation</b> Organize evidence into a coherent argument.</p>

<p><b>Unit Three Conflicts (Causation &amp; Resolution)</b></p> <ul style="list-style-type: none"> <li>• <b>Social</b></li> <li>• <b>Political</b></li> <li>• <b>Toll (Civilian, Military, Economic)</b></li> </ul>	<p><b>Repeated from Unit One</b></p>	<p><b>Civic and Political Institutions</b> Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</p> <p><b>Participation &amp; Deliberation</b> Critique deliberative processes used by a wide variety of groups in various settings.</p> <p><b>Processes, Rules &amp; Laws</b> Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state, or national government).</p>	<p><b>Economic Decision Making</b> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p> <p><b>Exchange &amp; Markets</b> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> <p><b>The National and Global Economy</b> Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.</p> <p><b>Financial Literacy</b> Describe the connection between credit, credit options, interest, and credit history.</p> <p><b>Financial Literacy</b> Analyze the relationship between financial risks and protection, insurance, and costs.</p>	<p><b>Human-Environment Interaction</b> Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p><b>Spatial Patterns &amp; Movements</b> Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p> <p><b>Global Interconnections</b> Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.</p>	<p><b>Change &amp; Continuity</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p><b>Perspectives</b> Analyze how people's perspectives influenced what information is available in the historical sources they created.</p> <p>Analyze how people's perspectives influenced what information is available in the historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.</p> <p><b>Argumentation</b> Organize applicable evidence into a coherent argument about the past.</p>
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