

## World Geography & Global Studies

This content area provides a global perspective on contemporary issues, and is designed to create young, educated civic leaders prepared to face 21<sup>st</sup> century global issues. Students will examine challenges facing the world community, including but not limited to: hunger, population, conflict, racism, global environmental challenges, human rights, poverty, energy scarcity, global health, education, immigration, globalization, and other political, economic, social, and ecological concerns.

This content area builds students' skills in geographic reasoning, including an understanding of Earth's human and physical features, locations of places and regions, and the distribution of landform. This builds a foundational understanding of modern societies, cultures, and inspires curiosity in cultural and environmental diversity to help students participate in the complex world we live in today.

Teachers are encouraged to facilitate instruction from a chronological as well as thematic approach, avoiding the tendency to teach the content as a checklist of facts to be covered. Effective social studies instruction incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions, and engaging writing instruction. This content area should offer opportunities for students to engage in civic dialogue and taking informed action.

Disciplinary Skills	Disciplinary Skills Standards
<b>Constructing compelling questions</b>	<b>SS.6-8.WGGS.1.</b> Construct compelling questions based upon disciplinary concepts. <b>SS.6-8.WGGS.2.</b> Evaluate various interpretations to answer compelling questions within and across disciplines.
<b>Creating supporting questions</b>	<b>SS.6-8.WGGS.3.</b> Generate supporting questions that lead to inquiry and research on compelling issues within the discipline.
<b>Gathering and evaluating sources</b>	<b>SS.6-8.WGGS.4.</b> Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and discipline specific skills. <b>SS.6-8.WGGS.5.</b> Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
<b>Developing claims and using evidence</b>	<b>SS.6-8.WGGS.6.</b> Using varied source material, develop an argument based on substantive claims, with strong evidence and clear reasoning. <b>SS.6-8.WGGS.7.</b> Examine different arguments while pointing out the strengths and limitations of each.
<b>Communicating and critiquing conclusions</b>	<b>SS.6-8.WGGS.8.</b> Construct organized explanations for various audiences and purposes using evidence and reasoning. <b>SS.6-8.WGGS.9.</b> Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued.
<b>Taking informed action</b>	<b>SS.6-8.WGGS.10.</b> Draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional, and global problems. <b>SS.6-8.WGGS.11.</b> Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

Content Themes	Grades 6-8: World Geography & Global Studies
Power and politics (H)	<p><b>SS.6-8.WGGS.12.</b> Compare rise and fall of governmental systems and political developments across the world.</p> <p><b>SS.6-8.WGGS.13.</b> Examine instances of conflict, oppression, human rights violations, and genocide, as well as responses to these violations.</p>
Identity (H)	<p><b>SS.6-8.WGGS.14.</b> Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society.</p> <p><b>SS.6-8.WGGS.15.</b> Interpret current events from a variety of cultural perspectives.</p>
People and Ideas (H)	<p><b>SS.6-8.WGGS.16.</b> Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.</p> <p><b>SS.6-8.WGGS.17.</b> Analyze the impact of technological developments on events, peoples, and cultures across the world.</p>
Nevada history (H)	<p><b>SS.6-8.WGGS.18.</b> Investigate Nevada’s role in the world using the five themes of geography: place, location, human environment interaction, movement, and region.</p>
International relations (H)	<p><b>SS.6-8.WGGS.19.</b> Analyze the use of conflict and/or diplomacy in global interactions.</p>
Social justice consciousness and action (MC)	<p><b>SS.6-8.WGGS.20.</b> Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.</p>
Respectful engagement with diverse people (MC)	<p><b>SS.6-8.WGGS.21</b> Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.</p>
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)	<p><b>SS.6-8.WGGS.22.</b> Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.</p>
Civic and political institutions (C)	<p><b>SS.6-8.WGGS.23.</b> Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p> <p><b>SS.6-8.WGGS.24.</b> Describe the roles of political, civil, and economic organizations in shaping people’s lives.</p>

<b>Content Themes</b>	<b>Grades 6-8: World Geography &amp; Global Studies</b>
<b>Civic dispositions and democratic principles (C)</b>	<b>SS.6-8.WGGS.25.</b> Investigate a current global issue and propose a course of action to solve it.
<b>Processes, rules, and laws (C)</b>	<b>SS.6-8.WGGS.26.</b> Examine the origins, purposes, and impacts of laws, treaties, and international agreements.
<b>Geographic representations (G)</b>	<b>SS.6-8.WGGS.27.</b> Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics of various places around the world.
<b>Human environment interaction (G)</b>	<b>SS.6-8.WGGS.28.</b> Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affect the lives of the people who live there.
<b>Human population, movement, and patterns (G)</b>	<b>SS.6-8.WGGS.29.</b> Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. <b>SS.6-8.WGGS.30.</b> Explain how global changes in population distribution patterns affect changes in land use in particular areas.
<b>Global interconnections (G)</b>	<b>SS.6-8.WGGS.31.</b> Explain how the relationship between the environmental characteristics of place and the production of goods influence the spatial patterns of world trade.
<b>Exchange and markets (E)</b>	<b>SS.6-8.WGGS.32.</b> Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. <b>SS.6-8.WGGS.33.</b> Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations.
<b>National economy (E)</b>	<b>SS.6-8.WGGS.34.</b> Assess the economies of various nations based on trade, resources, labor, monetary system, and other factors.
<b>Global economy (E)</b>	<b>SS.6-8.WGGS.35.</b> Investigate the impact of global trade policies on nations and their citizens.

# WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 8<sup>th</sup> GRADE America on the Global Stage (1<sup>st</sup> Semester)

## 8<sup>th</sup> GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
--	---	---

UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
<b>Unit #1 (5-6 Weeks)</b> <b>Growing Pains: Immigration &amp; Industrialization</b>	History	Assimilation Chinese Exclusion Act Company Towns Capitalism Captains of Industry Corporations Gilded Age Immigration Industrialization Labor Reforms Laissez-Faire (Deregulation) Poverty Progressivism Push and Pull Factors Racism Regulation Robber Barons The Jungle Unions Urbanization Vertical Integration Women's Suffrage	<b>DBQ Project:</b> The Philanthropy of Andrew Carnegie: Did it make him a hero? (2, 4) Progressivism: Where will you put your million dollars? (2, 4)  <b>Project Tahoe:</b> <u>Robber barons or captains of industry?</u> (Seminar Discussion 4, 6) <u>The Jungle</u> (Close Read 2) <u>Hyphenated Americanism</u> (Close Read 2) <u>Declaration of Sentiments</u> (Close Read 2) <u>Why was the Triangle Shirtwaist Fire of 1911 a disaster of epic proportions and how did it create changes in law?</u> (DBQ 4, 6) <u>Indian Boarding Schools: Tools of Forced Assimilation?</u> (DBQ and Controversial Issue 6, 7, 10) <u>Women's Suffrage</u> (Textbook Lesson 4, 6) <u>Were Industrialists Good for America?</u> (Discussion Lesson 8, 9)  <b>SHEG:</b> <u>The Homestead Strike</u> (Close Read 2) <u>Albert Parsons</u> (SAC) <u>Pullman Strike</u> (Close Read 2) <u>Political Bosses</u> (Close Read 2) <u>Jacob Riis</u> (DBQ 2, 4) <u>Settlement House</u> (SAC 2, 6, 7, 9) <u>Japanese Segregation in San Francisco</u> (DBQ 2, 4) <u>Booker T Washington v. W.E.B. Dubois</u> (DBQ 4, 6) <u>Background On Woman Suffrage</u> (Discussion 7, 9) <u>Anti-Suffragists</u> (Close Read 2)  <b>C3 Inquiries:</b> <u>The Gilded Age: Is Greed Good?</u> (2, 4, 6, 7, 10, 11)  <b>CommonLit:</b> <u>Code-Switching to Assimilate</u>	
	Multi-Cultural			<b>SS.6-8.WGGS.20.</b> Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. <b>SS.6-8.WGGS.22.</b> Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.
	Civics			<b>SS.6-8.WGGS.24.</b> Describe the roles of political, civil, and economic organizations in shaping people's lives.
	Geography			<b>SS.6-8.WGGS.27.</b> Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world. <b>SS.6-8.WGGS.28.</b> Explain how changes in transportation, communication, and technology influence the movement of people, goods and ideas. <b>SS.6-8.WGGS.29.</b> Explain how global changes in population distribution patterns affect changes in land use in particular areas. <b>SS.6-8.WGGS.31.</b> Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.
	Economics			<b>SS.6-8.WGGS.32.</b> Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. <b>SS.6-8.WGGS.34.</b> Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors.

# WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 8<sup>th</sup> GRADE America on the Global Stage (1<sup>st</sup> Semester)

## 8<sup>th</sup> GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
--	---	---

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

## WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 8<sup>th</sup> GRADE America on the Global Stage (1<sup>st</sup> Semester)

### 8<sup>th</sup> GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
--	---	---

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

# WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 8<sup>th</sup> GRADE America on the Global Stage (1<sup>st</sup> Semester)

## 8<sup>th</sup> GRADE ESSENTIAL QUESTIONS

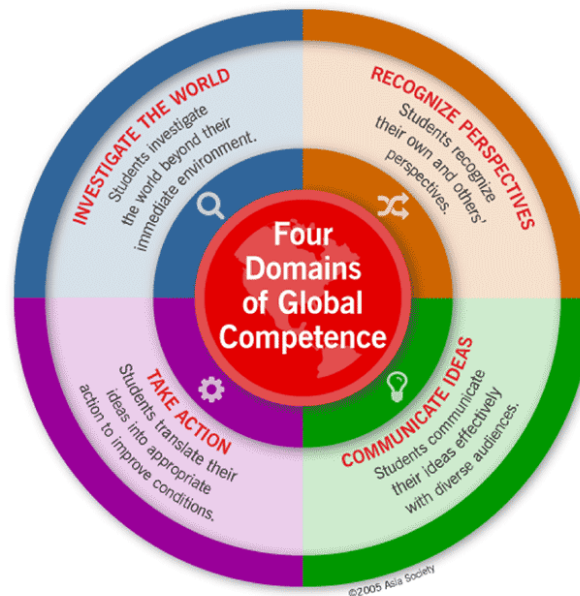
What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
--	---	---

UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
<b>Unit #4 (3-5 Weeks)</b>  <b>Awakening the Sleeping Giant: American Power During WWII</b>	History	Anti-Semitism Atomic Weapons Blitzkrieg Capitalism (The move to Globalization) Dictatorship Ethnically Diverse Contributions (eg. Navajo Code Talkers, Tuskegee Airmen etc.) Fascism Genocide Holocaust Japanese Internment Mechanization Nationalism Nazi Pearl Harbor Potsdam Declaration Propaganda Rosie the Riveter Soviet Theaters of War Totalitarianism	<b>DBQ Project</b> Why Did Japan Attack Pearl Harbor?  <b>Project Tahoe</b> <u>Pearl Harbor</u> (Close Read 2) <u>Holocaust and The United States</u> (DBQ 6, 7) <u>Executive Order 9066</u> (Close Read 2) <u>Japanese Internment</u> (Discussion 8, 9) <u>Dropping the Bombs</u> (Discussion 6, 8, 9) <u>Entertainment as a Morale Booster During WWII</u> (DBQ 6,8, 9)  <b>SHEG</b> <u>Nazi Propaganda</u> (PPT/Discussion 6, 8, 9) <u>Zoot Suit Riots</u> (Discussion 8, 9)  <b>Inquiry Lessons</b> <u>Mini-Inquiry- How did D-Day change the course of the war, and potentially the course of history?</u> (1, 2, 3, 5, 6)  <u>Should Freedom Be Sacrificed in the Name of National Security?</u> (2, 4, 6, 7, 8, 10)	
	Multi-Cultural			<b>SS.6-8.WGGS.20.</b> Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. <b>SS.6-8.WGGS.22.</b> Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.
	Civics			<b>SS.6-8.WGGS.23.</b> Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. <b>SS.6-8.WGGS.24.</b> Describe the roles of political, civil, and economic organizations in shaping people's lives. <b>SS.6-8.WGGS.26.</b> Examine the origins, purposes, and impact of laws, treaties, and international agreements.
	Geography			<b>SS.6-8.WGGS.27.</b> Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world. <b>SS.6-8.WGGS.28.</b> Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. <b>SS.6-8.WGGS.31.</b> Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.
	Economics			<b>SS.6-8.WGGS.32.</b> Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. <b>SS.6-8.WGGS.33.</b> Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale. <b>SS.6-8.WGGS.34.</b> Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors. <b>S.6-8.WGGS.35.</b> Investigate the impact of global trade policies on nations and their citizens.

# 8th Grade Global Studies

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

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





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

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

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

### 8<sup>th</sup> GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
--	---	---

UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
<b>Global Issue 1 (2-4 Weeks)</b> Globalization	History	Communism Conservation Costs & Benefits Economy European Union Export Foreign Competition Globalization Import Labor Shortage NAFTA NATO Natural Resource Overconsumption Poverty Technology Trade United Nations	<b><u>CIA World Fact Book*</u></b> <ul style="list-style-type: none"> <li>Germany</li> <li>Japan</li> <li>China</li> <li>Poland</li> <li>Greece</li> <li>South Korea</li> </ul> <b>Resources:</b> <u>Crash Course Video: Globalization</u> (4, 6, 7, 8, 9, 10, 11)  <u>Nat GEO Debate:</u> (4, 6, 7, 8, 9)  <u>TedEd: Urbanization &amp; the Evolution of Cities across 10,000 years</u>  <b>Reading &amp; Comprehension:</b> <u>Building a Borderless World</u> <u>World Economic Forum: One for All</u> <u>World of 7 Billion: The Chips of Trade</u>  <b>Taking Informed Action Ideas:</b> Becoming a Knowledgeable Consumer- page 26 Globalization Text (10, 11)	
	Multi-Cultural			<b>SS.6-8.WGGS.15.</b> Interpret current events from a variety of cultural perspectives. <b>SS.6-8.WGGS.17.</b> Analyze the impact of technological developments on events, peoples, and cultures across the world.
	Civics			<b>SS.6-8.WGGS.20.</b> Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.  <b>SS.6-8.WGGS.23.</b> Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. <b>SS.6-8.WGGS.24.</b> Describe the roles of political, civil, and economic organizations in shaping people’s lives. <b>SS.6-8.WGGS.25.</b> Investigate a current global issue and propose a course of action to solve it.
	Geography			<b>SS.6-8.WGGS.28.</b> Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. <b>SS.6-8.WGGS.29.</b> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
	Economics			<b>SS.6-8.WGGS.32.</b> Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. <b>SS.6-8.WGGS.33.</b> Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale. <b>SS.6-8.WGGS.34.</b> Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors. <b>SS.6-8.WGGS.35.</b> Investigate the impact of global trade policies on nations and their citizens.

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

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

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

### 8<sup>th</sup> GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
--	---	---

UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
Global Issue 2 (2-4 Weeks) Global Conflicts: From Conflict to Resolution	History		<p><b>Reading &amp; Comprehension Texts:</b> 9-11-2001 <a href="#">President Bush's Islam is Peace Speech</a> <a href="#">The Patriot Act: Protection Over Privacy</a> <a href="#">If Not Threats of War or Sanctions, Then What</a> <a href="#">Charter of the United Nations</a> <a href="#">Chernobyl: Interviews from Inside a Disaster Area</a> <a href="#">Propaganda: Battling for the Mind</a></p> <p><b>Facing History</b> <a href="#">Teaching About the Global Refugee Crisis</a></p> <p><b>Choices</b> <a href="#">Mapping the Refugee Crisis</a></p> <p><b>iCivics</b> <a href="#">Foreign Policy: War &amp; Peace &amp;...</a></p> <p><b>C3 Inquiry Lesson</b> <a href="#">Can nations own the sea? (the South China Sea)</a> (2, 4, 6, 11)</p>
	Multi-Cultural	<p><b>SS.6-8.WGGS.17.</b> Analyze the impact of technological developments on events, peoples, and cultures across the world.</p> <p><b>SS.6-8.WGGS.15.</b> Interpret current events from a variety of cultural perspectives.</p> <p><b>SS.6-8.WGGS.19.</b> Analyze the use of conflict and/or diplomacy in global interactions.</p>	
	Civics	<p><b>SS.6-8.WGGS.20.</b> Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.</p> <p><b>SS.6-8.WGGS.22.</b> Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities across the world today.</p>	
	Geography	<p><b>SS.6-8.WGGS.23.</b> Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p> <p><b>SS.6-8.WGGS.24.</b> Describe the roles of political, civil, and economic organizations in shaping people's lives.</p> <p><b>SS.6-8.WGGS.25.</b> Investigate a current global issue and propose a course of action to solve it.</p> <p><b>SS.6-8.WGGS.26.</b> Examine the origins, purposes, and impact of laws, treaties, and international agreements.</p>	
	Economics	<p><b>SS.6-8.WGGS.28.</b> Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.</p> <p><b>SS.6-8.WGGS.30.</b> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>	
		<p>Conflict Minerals Economic Sanctions Foreign Policy G8 Imperialism Indigenous People Insurgency Intelligence Agencies Nuclear Weapons Propaganda Refugees / Refugee Crisis Revolutions/Revolutionary State Sovereignty Terrorism Treaties and Trade United Nations The World Bank / IMF</p>	

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

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

### 8<sup>th</sup> GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
--	---	---

UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
Global Issue 3: (2-4 Weeks) Population Growth	<b>History</b> <b>SS.6-8.WGGS.14.</b> Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society. <b>SS.6-8.WGGS.15.</b> Interpret current events from a variety of cultural perspectives.	Agroecologist Consumption Demographics Incentive Literacy Rate Migrate(tion) Sustainability	<b>CIA World Fact Book*</b> <ul style="list-style-type: none"> <li>Japan</li> <li>Pakistan</li> <li>South Korea</li> <li>Bangladesh</li> <li>India</li> <li>China</li> </ul> <b>Resources:</b> TedEd: <a href="#">Population Pyramids Powerful Predictors of the Future</a> (4, 5, 6, 8, 9, 10)  <a href="#">Power of Population Pyramids</a> <a href="#">Population Circle</a> <a href="#">Educating Wanjiku</a>  <b>Taking Informed Action Ideas:</b> Take a Census: Find Out Who Lives in Your Community- page 26 Population Growth Text (10, 11)
	<b>Multi-Cultural</b> <b>SS.6-8.WGGS.20.</b> Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. <b>SS.6-8.WGGS.22.</b> Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.		
	<b>Civics</b> <b>SS.6-8.WGGS.24.</b> Describe the roles of political, civil, and economic organizations in shaping people's lives. <b>SS.6-8.WGGS.25.</b> Investigate a current global issue and propose a course of action to solve it.		
	<b>Geography</b> <b>SS.6-8.WGGS.27.</b> Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world. <b>SS.6-8.WGGS.29.</b> Explain how global changes in population distribution patterns affect changes in land use in particular areas. <b>SS.6-8.WGGS.31.</b> Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.		
	<b>Economics</b> <b>SS.6-8.WGGS.35.</b> Investigate the impact of global trade policies on nations and their citizens.		

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

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

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

### 8<sup>th</sup> GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
--	---	---

UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
<b>Global Issue 4 (2-4 Weeks)</b> <b>Standard of Living</b>	History	Cost of Living Diversified Economy Income Infant Mortality Rate Infrastructure Life Expectancy Literacy Rate Overpopulation Poverty Line Standard of Living Quality of Life	<b>CIA World Fact Book*</b> <ul style="list-style-type: none"> <li>Dominican Republic</li> <li>United Arab Emirates</li> <li>Costa Rica</li> <li>Afghanistan</li> <li>Turkey</li> <li>Haiti</li> </ul> <b>Resources:</b> <a href="#">Living Wage vs. Minimum Wage</a> <a href="#">United Nations Global Goals: 1-No Poverty</a> <a href="#">United Nations Global Goals: 4-Quality Education</a> <a href="#">Food for Thought</a>  <b>Reading &amp; Comprehension:</b> <a href="#">The Economic Bill of Rights</a> <a href="#">Maslow's Hierarchy of Needs</a> <a href="#">Education in Rural Pakistan</a>  <b>Taking Informed Action Ideas:</b> Organize a Food Drive- page 26 Standard of Living Text (10, 11)	
	Multi-Cultural			<b>SS.6-8.WGGS.14.</b> Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society. <b>SS.6-8.WGGS.15.</b> Interpret current events from a variety of cultural perspectives. <b>SS.6-8.WGGS.17.</b> Analyze the impact of technological developments on events, peoples, and cultures across the world. <b>SS.6-8.WGGS.19.</b> Analyze the use of conflict and/or diplomacy in global interactions.
	Civics			<b>SS.6-8.WGGS.21.</b> Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today. <b>SS.6-8.WGGS.22.</b> Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.
	Geography			<b>SS.6-8.WGGS.24.</b> Describe the roles of political, civil, and economic organizations in shaping people's lives. <b>SS.6-8.WGGS.25.</b> Investigate a current global issue and propose a course of action to solve it.
	Economics			<b>SS.6-8.WGGS.28.</b> Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. <b>SS.6-8.WGGS.31.</b> Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there. <b>SS.6-8.WGGS.32.</b> Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. <b>SS.6-8.WGGS.33.</b> Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale. <b>SS.6-8.WGGS.35.</b> Investigate the impact of global trade policies on nations and their citizens.

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

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

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

### 8<sup>th</sup> GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
--	---	---

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

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

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

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

### 8<sup>th</sup> GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
--	---	---

UNIT	CONTENT THEME STANDARDS		RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
<b>Global Issue 6 (2-4 Weeks) Health</b>	History	<b>SS.6-8.WGGS.15.</b> Interpret current events from a variety of cultural perspectives. <b>SS.6-8.WGGS.16.</b> Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. <b>SS.6-8.WGGS.17.</b> Analyze the impact of technological developments on events, peoples, and cultures across the world.	Chronic Epidemic GDP per capita Hereditary Hygiene Life-expectancy Pandemic Poverty Sanitation Vaccine Virus	<b>CIA World Fact Book*</b> <ul style="list-style-type: none"> <li>Nigeria</li> <li>Burkina Faso</li> <li>Sierra Leone</li> <li>Romania</li> <li>Sardinia, Italy</li> <li>Ukraine</li> </ul> <b>Resources:</b> <a href="#">United Nations Global Goals-6 Clean Water and Sanitation</a> <a href="#">United Nations Global Goals-3 Good Health and Wellbeing</a> <a href="#">PBS: Global Health</a> <a href="#">TedEd: When is Water Safe to Drink</a> <a href="#">Unfair Race</a>  <b>Reading &amp; Comprehension</b> <a href="#">Sugary Drinks</a>  <b>Taking Informed Action Ideas:</b> Put on a Health Fair- page 26 Health Text (10, 11)
	Multi-Cultural	<b>SS.6-8.WGGS.22.</b> Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.		
	Civics	<b>SS.6-8.WGGS.23.</b> Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. <b>SS.6-8.WGGS.24.</b> Describe the roles of political, civil, and economic organizations in shaping people's lives. <b>SS.6-8.WGGS.25.</b> Investigate a current global issue and propose a course of action to solve it.		
	Geography	<b>SS.6-8.WGGS.27.</b> Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world. <b>SS.6-8.WGGS.28.</b> Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. <b>SS.6-8.WGGS.31.</b> Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.		
	Economics	<b>SS.6-8.WGGS.33.</b> Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale. <b>SS.6-8.WGGS.35.</b> Investigate the impact of global trade policies on nations and their citizens.		

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

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

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

UNIT	CONTENT THEME STANDARDS		RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
Global Issue 7 (2-4 Weeks) Energy Resources	History	<p><b>SS.6-8.WGGS.15.</b> Interpret current events from a variety of cultural perspectives.</p> <p><b>SS.6-8.WGGS.17.</b> Analyze the impact of technological developments on events, peoples, and cultures across the world.</p> <p><b>SS.6-8.WGGS.18.</b> Investigate Nevada’s role in the world using the five themes of geography: place, location, human environment interaction, movement, and region.</p>	<p>Biofuel Conservation Diversify Emissions Fossil fuel Geothermal Hydropower Microbe (Non) Renewable energy Reserves Reservoir Revenue</p>	<p><b>CIA World Fact Book*</b></p> <ul style="list-style-type: none"> <li>• Brazil</li> <li>• Russia</li> <li>• Argentina</li> <li>• Saudi Arabia</li> <li>• Qatar &amp; Bahrain</li> </ul> <p><b>Resources:</b>  <a href="#">United Nations-Global Goals: 7 Affordable &amp; Clean Energy</a>  <a href="#">PBS: Exploring Alternative Energy Sources</a>  <a href="#">TedEd: How Does Fracking Work</a>  <a href="#">TedEd: How to Fly Around the World Without Fuel</a></p> <p><b>Reading &amp; Comprehension</b>  <a href="#">Living Without Electricity</a></p> <p><b>Taking Informed Action Ideas:</b>                      Go On an Energy Diet- page 26                      Energy Resources Text (10, 11)</p>
	Multi-Cultural	<p><b>SS.6-8.WGGS.22.</b> Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.</p>		
	Civics	<p><b>SS.6-8.WGGS.23.</b> Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p> <p><b>SS.6-8.WGGS.24.</b> Describe the roles of political, civil, and economic organizations in shaping people’s lives</p> <p><b>SS.6-8.WGGS.25.</b> Investigate a current global issue and propose a course of action to solve it.</p>		
	Geography	<p><b>SS.6-8.WGGS.27.</b> Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world.</p> <p><b>SS.6-8.WGGS.28.</b> Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.</p> <p><b>SS.6-8.WGGS.30.</b> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>		
	Economics	<p><b>SS.6-8.WGGS.32.</b> Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes.</p> <p><b>SS.6-8.WGGS.33.</b> Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale.</p> <p><b>SS.6-8.WGGS.34.</b> Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors.</p> <p><b>SS.6-8.WGGS.35.</b> Investigate the impact of global trade policies on nations and their citizens.</p>		

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

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



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

### 8<sup>th</sup> GRADE ESSENTIAL QUESTIONS

What should be the role of the U.S. in global relations? Why do inequalities and oppression exist and how should it be addressed?	How do cultural and physical geography shape decision-making? How can political and social power be limited or expanded?	How does history shape identity? How do resources affect cooperation and conflict?
--	---	---

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

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