



Standards Based Map

6th Grade Social Studies

Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self - Reflection
Unit 1: Review of Time Zones, Maps, Continents and Oceans	<p>SS.6.G.4 determine the time of specific world locations using a world time zone map</p> <p>SS.6.G.5 locate the major waterways of North America, South America, Europe and the Middle East, and examine their impact on transportation and trade (e.g. discuss how the opening of the Erie Canal contributed to the rise of cities in New York)</p> <p>SS.6-8.L.9 analyze the relationship between a primary and secondary</p>	<p>*I can determine the time and specific locations using a world time zone map.</p> <p>*I can locate and examine the impact of the major waterways of North America, South America, Europe and the Middle East.</p> <p>*I can locate and identify the</p>	<p>*Why are time zones utilized throughout the world?</p> <p>*How can you determine the time of different locations?</p> <p>*Hypothesize why waterways are crucial for trade and defense.</p> <p>*Why is it important to know the location of the world's</p>	<p>*time zone</p> <p>*waterway</p> <p>*continent</p> <p>*landforms</p> <p>*trade</p> <p>*geography</p> <p>*transportation</p>	<p>*Draw/label continents and oceans</p> <p>*Create grid of continents with a variety of resources</p> <p>*Foldables (vocabulary, notes, etc.)</p> <p>*Interactive maps</p> <p>*Cross-Curricular: -Math: calculations of time</p>	<p>*Google Earth</p> <p>*Brainpop</p> <p>*United Streaming</p>	<p>*Quizzes/tests</p> <p>*Hands-on activities</p> <p>*Labeling world map (continents, oceans and time zones)</p> <p>*Determine world time using time zones</p> <p>*classroom observations</p>	

	source on the same topic SS.6-8.L.10 read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently	world continents and oceans *I can distinguish between primary and secondary resources and determine their validity	continents and oceans?					
Unit 2: Government Officials and How a Bill becomes a Law	SS.6.C.1 apply the process of how a bill becomes a law to follow a current legislative bill SS.6.C.3 identify the structure of the United States Congress and the Constitutional requirements of congressional membership SS.6.C.4 identify key figures in United States government: *President *Vice President *Speaker of the House *Secretary of State *Current members of Congress from West Virginia SS.6-8.L.1 cite specific textual evidence to support analysis of primary and secondary sources, attending to	*I can investigate and model how a bill becomes a law *I can follow a current legislative bill as it becomes a law *I can identify the structure and responsibilities of the U.S. Congress, President, Vice President, Speaker of the House, Secretary of State *I can compare and contrast current U.S. key figures of	*How does a bill become a law? *How is the U.S. government and West Virginia structured?	*legislative *bill *U.S. constitution *government *analyze *process *U.S. Congress *U.S. Senate *U.S. House of Representatives *President *Vice President *Speaker of the House *Secretary of State *primary source *secondary source *veto *Bill of Rights *checks and balances *Executive Branch	*Invite a current legislative representative to come to the classroom to discuss a bill they're introducing *Create own classroom constitution *Brainpop *Map 13 Original Colonies *Research key founding fathers *Break down constitution based on parts of government *Integrate primary resources *Celebrate Constitution Day *Foldables *Timelines (Bill of Rights, etc.) *Journaling	*PBS.org (primary resources) *National Archives *Brainpop *YouTube *neok12.com	*Presentations *Founding Fathers Research Activity *Student projects *Timeline *Student journaling *Tests/quizzes *classroom observations	

	<p>such features as the date and origin of the information</p> <p>SS.6-8.L.2 determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>SS.6-8.L.3 identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered)</p> <p>SS.6-8.L.4 determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies)</p> <p>SS.6-8.L.6 identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts)</p> <p>SS.6-8.L.9 analyze the relationship between a primary and secondary source on the same topic</p> <p>SS.6-8.L.10 read and</p>	<p>government</p> <p>*I can cite specific textual evidence to support analysis of primary and secondary resources</p> <p>*I can determine the central ideas or information of a primary or secondary source</p> <p>*I can determine the meaning of words and phrases as they are used in a text</p> <p>*I can conduct research to answer a guiding question</p> <p>*I can gather relevant information from multiple print and digital sources</p> <p>*I can draw evidence from informational texts to</p>		<p>*Legislative Branch</p> <p>*Judicial Branch</p> <p>*democracy</p> <p>*republic</p> <p>*patriotism</p> <p>*propaganda</p> <p>*politics</p> <p>*amendment</p> <p>*living document</p>	<p>*Analyzing primary and secondary resources pertaining to the U.S. Government</p>			
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	<p>comprehend history/social studies texts at or above grade level text complexity band independently and proficiently</p> <p>SS.6-8.L.16 conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>SS.6-8.L.17 gather relevant information from multiple print and digital sources, using search terms effectively; assess the creditability and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>SS.6-8.L.18 draw evidence from informational texts to support analysis reflection, and research</p>	<p>support analysis, reflection and research</p> <p>*I can distinguish between primary and secondary resources and determine their validity</p>						
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<p>Unit 3: WWI</p>	<p>SS.6.C.2 compare and contrast different forms of government worldwide and their influence on historic world events: *The Great Depression *World War I *World War II *9/11</p> <p>SS.6.C.5 examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g. support of American military during wartime, Vietnam protests, Civil Rights, respect for the flag and response of Americans to 9/11)</p> <p>SS.6.C.6 research and organize information about an issue of global concern from multiple points of view (e.g., ecology, natural resources, global warming and human rights).</p> <p>SS.6.C.7 identify global relief and development organizations and examine how they provide global aid and support (e.g. Red Cross, UNICEF, Doctors without Borders, Engineers</p>	<p>*I can compare and contrast different forms of government and how they influenced World War I</p> <p>*I can analyze the support of the American military during wartime</p> <p>*I can research and organize information by interpreting multiple points of view of World War I</p> <p>*I can identify global relief, organizations and support during World War I</p> <p>*I can categorize and construct differences and similarities between communism, socialism and capitalism</p> <p>*I can cite evidence of the economic impact of</p>	<p>*Why are the geographic features important for obtaining against war?</p> <p>*How do politics affect national conflicts?</p> <p>*What distinguishes the differences between communism, socialism, and capitalism?</p> <p>*How has technology changed throughout history?</p> <p>*How does propaganda display the influence of the U.S. entering World War I?</p> <p>*Why was the Treaty of Versailles and the League of Nations established?</p> <p>*How do graphs, charts, and texts establish information?</p>	<p>*nationalism</p> <p>*imperialism</p> <p>*militarism</p> <p>*propaganda</p> <p>*League of Nations</p> <p>*Treaty of Versailles</p> <p>*communism</p> <p>*socialism</p> <p>*capitalism</p> <p>*Central Powers</p> <p>*Allied Powers</p> <p>*trench warfare</p> <p>*stalemate</p> <p>*U-boats</p> <p>*Lusitania</p> <p>*Zimmermann Note</p> <p>*Selective Service Act</p> <p>*Liberty Bonds</p> <p>*National War Labor Board</p> <p>*armistice</p> <p>*truce</p>	<p>*Timelines</p> <p>*Christmas Truce reading/writing activity (primary resources available)</p> <p>*Primary Resources (videos and pictures found from various sources, memoirs, interviews)</p> <p>*Cicero unit activities (Unit 10: Global Power and World War I)</p> <p>*Create diagrams of trenches and identify the pros and cons of this strategy</p> <p>*Map activities (locations of Central and Allied Powers, locations of major battles, etc.)</p> <p>*Foldables</p> <p>Cross-Curricular:</p> <p>*ELA: <i>War Horse</i> by Michael Morpurgo</p> <p>*Math: calculating distances between locations on maps</p> <p>*Health/Science: discuss health issues caused by trench warfare</p>	<p>*Cicero</p> <p>*Brainpop</p> <p>*history.com</p> <p>*CNN Student News</p> <p>*Outside reading material (fiction and nonfiction)</p> <p>*<i>I Survived</i> books</p> <p>*neok12.com</p>	<p>*Timelines</p> <p>*Journaling</p> <p>*Essays</p> <p>*Newspaper editorials (from a soldier's point of view)</p> <p>*Quizzes/tests</p> <p>*Student projects and presentations</p> <p>*classroom observations</p>	
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	<p>without Borders and World Health Organization).</p> <p>SS.6.E.1 compare and contrast the basic characteristics of communism, socialism, and capitalism</p> <p>SS.6.E.6 assess the economic impact of technology on world regions throughout history</p> <p>SS.6.G.1 identify geographic features that have influenced the safety of the United States and isolate it from conflicts abroad</p> <p>SS.6.G.2 compare and contrast historical maps and identify the changes in political boundaries as a result of conflicts</p> <p>SS.6.H.CL.1.1 explain the key events that led to the outbreak of World War I, including the rise of nationalism, imperialism, and militarism</p> <p>SS.6.H.CL.1.2 chart the sequence of events that led to the United States' entry into World War I</p> <p>SS.6.H.CL.1.3 analyze the role of propaganda in influencing the United</p>	<p>technology of World War I</p> <p>*I can identify geographic features that helped the United States remain isolated during World War I</p> <p>*I can interpret historical political maps and identify how boundaries changed during and after World War I</p> <p>*I can distinguish the key events that led to the outbreak of World War I</p> <p>*I can interpret a chart of the events that led to the United States' entry into World War I</p> <p>*I can summarize and identify propaganda and how it influenced the</p>						
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	<p>States to enter World War I</p> <p>SS.6.H.CL.1.4 explain the outcomes and effects of World War I including the conditions and failures of the League of Nations and the Treaty of Versailles</p> <p>SS.6.H.CL.2.1 identify the economic conditions around the world that existed following World War I</p> <p>SS.6-8.L5 describe how a text presents information (e.g. sequentially, comparatively and causally)</p> <p>SS.6-8.L.7 integrate visual information (e.g. charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>SS.6-8.L.9 analyze the relationship between a primary and secondary source on the same topic</p> <p>SS.6-8.L.10 read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently</p>	<p>United States to enter World War I</p> <p>*I can connect and analyze the outcomes and effects of World War I (League of Nations, Treaty of Versailles)</p> <p>*I can critique the economic conditions around the world after World War I</p> <p>*I can describe informational, visual texts using primary and secondary sources to construct an informative narration of historical events with guidance and support using technology</p> <p>*I can cite evidence of the economic impact of technology on the Great Depression</p>						
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SS.6-8.L.12 write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.
*Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphics (e.g. charts and tables), and multimedia when useful to aiding comprehension
*develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples *use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts *use precise language and domain-specific vocabulary to inform about or explain the topic *establish and maintain a formal style

*I can distinguish between primary and secondary resources and determine their validity
*I can assess aspects of an author's point of view or purpose through constructing an argument focused on World War I
*I can connect an informative explanatory text to developing a written composition with purpose of an audience

and objective tone
*provide a concluding statement or section that follows form and supports the information or explanation presented

SS.6-8.L.13 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience

SS.6-8.L.14 with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

SS.6-8.L.15 use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

SS.6-8.L.19 write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of

	discipline-specific tasks, purposes, and audiences							
Unit 4: Roaring 20s and Great Depression	<p>SS.6.C.2 compare and contrast different forms of government worldwide and their influence on historic world events: *The Great Depression *World War I *World War II *9/11</p> <p>SS.6.C.5 examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g. support of American military during wartime, Vietnam protests, Civil Rights, respect for the flag and response of Americans to 9/11)</p> <p>SS.6.C.6 research and organize information about an issue of global concern from multiple points of view (e.g., ecology, natural resources, global warming and human rights).</p>	<p>*I can compare and contrast different forms of government and how they influenced the Great Depression</p> <p>*I can analyze acts of patriotism during times of hardship</p> <p>*I can research and organize information by interpreting multiple points of view of the Great Depression</p> <p>*I can identify relief organizations during the Great Depression</p> <p>*I can categorize and construct</p>	<p>*Why are the geographic features important to the devastation of the Great Depression?</p> <p>*How did the Great Depression cause Americans to respond with civil discourse and acts of patriotism?</p> <p>*How has technology changed throughout history?</p> <p>*How was propaganda and political cartoons used to promote and suppress New Deal programs?</p> <p>*How did economic policies affect</p>	<p>*flappers</p> <p>*Red Scare</p> <p>*21st Amendment</p> <p>*fundamentalism</p> <p>*Great Migration</p> <p>*migrant</p> <p>*buying on margin</p> <p>*Black Tuesday</p> <p>*business cycle</p> <p>*Bonus Army</p> <p>*Great Depression</p> <p>*New Deal</p> <p>*Second New Deal</p> <p>*fireside chats</p> <p>*Tennessee Valley Authority</p> <p>*Social Security Act</p> <p>*Congress of Industrial Organizations</p> <p>*sit-down strike</p> <p>*Supreme Court</p> <p>*Dust Bowl</p> <p>*draught</p> <p>*Great Plains</p>	<p>*Stock Market Game</p> <p>*YouTube</p> <p>*History Channel</p> <p>*Student journaling (journal entry from the point of view of a student, artist, farmer, business owner/banker from the Stock Market Crash through the end of the 1930's and their experiences during this time)</p> <p>*foldables</p> <p>*Student poster projects on New Deal Programs</p> <p>*Student-created fireside chats</p> <p>*Timelines</p> <p>*Map activities</p> <p>*Reader's Theaters</p> <p>*Interview</p> <p>*Analyzing <i>Migrant Mother</i> photograph</p> <p>Cross-Curricular: *ELA-<i>A Long Way From Chicago</i> by</p>	<p>*Cicero Unit 11: Boom and Bust</p> <p>*America: The Story of Us DVD</p> <p>*History Channel</p> <p>*YouTube</p> <p>*Primary resources</p> <p>*DBQ's</p> <p>*Brainpop</p> <p>*neok12.com</p> <p>*PBS.org</p> <p>*National Archives</p>	<p>*Timelines</p> <p>*Journaling</p> <p>*Essays</p> <p>*Newspaper editorials</p> <p>*Quizzes/tests</p> <p>*Student projects and presentations</p> <p>*classroom observations</p>	

	<p>SS.6.C.7 identify global relief and development organizations and examine how they provide global aid and support (e.g. Red Cross, UNICEF, Doctors without Borders, Engineers without Borders and World Health Organization).</p> <p>SS.6.E.1 compare and contrast the basic characteristics of communism, socialism, and capitalism</p> <p>SS.6.E.2 identify examples of renewable and non-renewable resources and analyze the factors that affect these resources on the individual, local, and national economies (e.g. hurricanes, floods, etc.)</p> <p>SS.6.E.6 assess the economic impact of technology on world regions throughout history</p> <p>SS.6.G.1 identify geographic features that have influenced the safety of the United States and isolate it from conflicts abroad</p> <p>SS.6.G.2 compare and contrast historical maps</p>	<p>differences and similarities between communism, socialism and capitalism</p> <p>*I can identify renewable and nonrenewable resources in order to analyze the effects of these resources on the individual, local and national economies during the Great Depression</p> <p>*I can analyze historical political maps</p> <p>*I can synthesize U.S. population data and infer reasons for changes between rural and urban areas</p> <p>*I can analyze and evaluate the causes and effects of the Great</p>	<p>the economy and lead to the Great Depression?</p> <p>*How did the stock market crash sub-sequential economic depression affect the lives of Americans?</p> <p>*How did the U.S. and Germany react politically to the economic and social conditions of the Great Depression?</p>	<ul style="list-style-type: none"> *labor unions *stock market *economy *unemployment *Civilian Conservation Corps *National Industrial Recovery Act *civil discourse 	Richard Peck			
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	<p>and identify the changes in political boundaries as a result of conflicts</p> <p>SS.6.G.3 examine population data from the U.S. Census Bureau and infer the reasons for changes and differences in various areas (e.g. difference between rural and urban areas)</p> <p>SS.6.H.CL2.1 identify the economic conditions around the world that existed following World War I</p> <p>SS.6.H.CL2.2 examine causes of the Great Depression worldwide</p> <p>SS.6.H.CL2.3 analyze the political responses to the economic and social conditions of the Great Depression in the United States and Germany</p> <p>SS.6-8.L.6 identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts)</p> <p>SS.6-8.L.9 analyze the relationship between a primary and secondary source on the same topic</p> <p>SS.6-8.L.10 read and comprehend</p>	<p>Depression.</p> <p>*I can separate the consequences of the Great Depression socially, politically and economically worldwide</p> <p>*I can assess aspects of an author’s point of view or purpose through constructing an argument focused on The Great Depression</p> <p>*I can connect an informative explanatory text to developing a written composition with purpose of an audience</p> <p>*I can distinguish between primary and secondary resources and determine their validity</p>						
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history/social studies texts at or above grade level text complexity band independently and proficiently

SS.6-8.L.11 write arguments focused on discipline-specific content *introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically

*support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources *use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence

*establish and maintain a formal style

*provide a concluding statement or section that follows from and supports the argument presented

SS.6-8.L.12 write

informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.
*Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphics (e.g. charts and tables), and multimedia when useful to aiding comprehension
*develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples *use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts *use precise language and domain-specific vocabulary to inform about or explain the topic *establish and maintain a formal style and objective tone

	<p>*provide a concluding statement or section that follows form and supports the information or explanation presented</p> <p>SS.6-8.L.13 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience</p> <p>SS.6-8.L.19 write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>							
Unit 5: WWII	<p>SS.6.C.2 compare and contrast different forms of government worldwide and their influence on historic world events: *The Great Depression *World War I *World War II *9/11</p> <p>SS.6.C.5 examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g. support of American military during</p>	<p>*I can compare and contrast different forms of government and how they influenced World War II</p> <p>*I can analyze acts of patriotism during World War II</p> <p>*I can research and organize information by interpreting</p>	<p>*How did different forms of government and economies lead to the outbreak of World War II?</p> <p>*Why are the geographic features important to World War II?</p> <p>*How did World War II cause Americans to respond with</p>	<p>*totalitarianism</p> <p>*fascism</p> <p>*Nazis</p> <p>*Axis Powers</p> <p>*Allied Powers</p> <p>*appeasement</p> <p>*isolationism</p> <p>*Lend-Lease Act</p> <p>*Pearl Harbor</p> <p>*War Production Board</p> <p>*Tuskegee Airmen</p> <p>*zoot-suit riots</p> <p>*internment</p> <p>*D-Day</p>	<p>*Picture collages</p> <p>*Rosie the Riveter (videos on YouTube and other resources; picture analysis; writing activities)</p> <p>*Map activities (ex: island hopping routes, political boundaries before/during/after)</p> <p>*Researching/projects on important political leaders</p> <p>*Class victory garden</p> <p>*Play parts of <i>The Sound of Music</i></p>	<p>*Interactive map</p> <p>*Google Earth</p> <p>*DBQ's</p> <p>*History.com</p> <p>*Ration Cards</p> <p>*YouTube</p> <p>*Cicero Unit 12: World War II</p> <p>*Primary resources (pictures, videos, etc.)</p> <p>*Brainpop</p> <p>*neo.k12.com</p>	<p>*Point of View of War essay</p> <p>*Quizzes/tests</p> <p>*Classroom observations</p> <p>*Mapping activities</p> <p>*Distinguish between Allies and Axis Powers (maps)</p> <p>*Create political cartoons</p> <p>*Create a job advertisement</p>	

	<p>wartime, Vietnam protests, Civil Rights, respect for the flag and response of Americans to 9/11)</p> <p>SS.6.C.6 research and organize information about an issue of global concern from multiple points of view (e.g., ecology, natural resources, global warming and human rights).</p> <p>SS.6.C.7 identify global relief and development organizations and examine how they provide global aid and support (e.g. Red Cross, UNICEF, Doctors without Borders, Engineers without Borders and World Health Organization).</p> <p>SS.6.E.1 compare and contrast the basic characteristics of communism, socialism, and capitalism</p> <p>SS.6.E.2 identify examples of renewable and non-renewable resources and analyze the factors that affect these resources on the individual, local, and national economies (e.g.</p>	<p>multiple points of view of World War II</p> <p>*I can identify relief organizations designed to provide global aid during and after World War II</p> <p>*I can categorize and construct differences and similarities between communism, socialism, fascism and capitalism</p> <p>*I can identify renewable and nonrenewable resources in order to analyze the effects of these resources on the individual, local and national economies during World War II</p> <p>*I can classify different types of world trade</p>	<p>civil discourse and acts of patriotism?</p> <p>*How has technology changed throughout history?</p> <p>*How was propaganda and political cartoons used to promote support for U.S. goals in World War II?</p> <p>*How did economic policies affect the U.S. during World War II?</p> <p>*How did Germany, Italy, Japan and the Soviet Union come into power?</p> <p>*How had Western and Eastern Europe transformed politically and economically after World War II?</p> <p>Why was the Truman Doctrine</p>	<ul style="list-style-type: none"> *kamikaze *Holocaust *genocide *atomic bomb *Manhattan Project *NATO *Jews *discrimination *ethnic groups *GI Bill *Warsaw Pact *Truman Doctrine *Marshall Plan *deprivation *rationing *victory gardens *U-boats *sonar *Code Talkers *Gestapo *ghetto *island hopping 	<p>Cross-Curricular:</p> <p>*ELA: <i>Number the Stars</i> by Lois Lowry, <i>Code Talkers</i> by Joseph Bruchec, <i>The Diary of Ann Frank</i></p>		<p>for women on the home-front</p>	
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	<p>hurricanes, floods, etc.)</p> <p>SS.6.E.5 classify and evaluate the different types of world trade organizations (e.g. trade, military and health)</p> <p>SS.6.E.6 assess the economic impact of technology on world regions throughout history</p> <p>SS.6.G.1 identify geographic features that have influenced the safety of the United States and isolate it from conflicts abroad</p> <p>SS.6.G.2 compare and contrast historical maps and identify the changes in political boundaries as a result of conflicts</p> <p>SS.6.H.CL3.1 summarize the rise of totalitarian governments in Germany, Italy, Japan and the Soviet Union</p> <p>SS.6.H.CL3.2 examine the political and economic transformation of Western and Eastern Europe after World War II, identifying the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty</p>	<p>organizations and differentiate how they are connected to World War II.</p> <p>*I can analyze the economic impact of technology on World War II</p> <p>*I can analyze historical political maps</p> <p>*I can interpret historical political maps and identify how boundaries changed during and after World War II</p> <p>*I can analyze the rise of totalitarian governments in Germany, Italy, Japan and the Soviet Union</p> <p>*I can synthesize the political and economic transformation of Western and Eastern Europe after World</p>	<p>written?</p> <p>*How are the Marshall Plan, NATO, United Nations, Warsaw Pact and the European Economic Community alike? How are they different? Why are they important?</p> <p>*Why are appeasement and isolationism used to avoid war?</p> <p>*How is it important for leadership to be strong during a war?</p> <p>*How did the U.S. react to World War II?</p> <p>*How did U.S. citizens react to World War II on the home front?</p>					
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	<p>Organization (NATO), the United Nations, the Warsaw Pact and the European Economic Community</p> <p>SS.6.H.CL3.3 analyze the role of appeasement and isolationism as an attempt to avoid war</p> <p>SS.6.H.CL3.4 analyze the role of strong leadership during the war and critique their responses to the conflict</p> <p>SS.6.H.CL3.5 investigate the role of the United States in World War II</p> <p>SS.6.H.CL3.6 cite evidence of the deprivation of human rights violations during times of war</p> <p>SS.6.H.CL3.7 illustrate the US civilian response to the war on the home-front (e.g. “Rosie the Riveters,” victory gardens, rationing, etc.).</p> <p>SS.6-8.L.1 cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information</p> <p>SS.6-8.L.2 determine the central ideas or</p>	<p>War II.</p> <p>*I can state and interpret the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact and the European Economic Community.</p> <p>*I can assess the role of appeasement and isolation and how it was used to avoid war.</p> <p>*I can draw conclusions about strong leadership and how the affected decision-making during World War II.</p> <p>*I can critique the role of the United States during World War II.</p>						
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	<p>information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>SS.6-8.L.3 identify key steps in a text’s description of a process related to history/social studies (e.g. how a bill becomes law, how interest rates are raised or lowered)</p> <p>SS.6-8.L.4 determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies)</p> <p>SS.6-8.L5 describe how a text presents information (e.g. sequentially, comparatively and causally)</p> <p>SS.6-8.L.6 identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts)</p> <p>SS.6-8.L.7 integrate visual information (e.g. charts, graphs, photographs, videos, or</p>	<p>*I can give examples of human rights violations during World War II</p> <p>*I can investigate U.S. civilian responses to the war on the home-front and analyze how they affected the outcome of World War II.</p> <p>*I can connect an informative explanatory text to developing a written composition with purpose of an audience</p> <p>*I can distinguish between fact and opinion when analyzing multimedia and historical text.</p> <p>*I can distinguish between primary and secondary resources and</p>						
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	<p>maps) with other information in print and digital texts</p> <p>SS.6-8.L.8 distinguish among fact, opinion, and reasoned judgment in a text</p> <p>SS.6-8.L.9 analyze the relationship between a primary and secondary source on the same topic</p> <p>SS.6-8.L.10 read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently</p> <p>SS.6-8.L.11 write arguments focused on discipline-specific content *introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</p> <p>*support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources *use words, phrases, and</p>	<p>determine their validity</p>						
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clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence
*establish and maintain a formal style
*provide a concluding statement or section that follows from and supports the argument presented

SS.6-8.L.13 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience

SS.6-8.L.14 with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

SS.6-8.L.15 use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

SS.6-8.L.16 conduct

short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

SS.6-8.L.17 gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SS.6-8.L.18 draw evidence from informational texts to support analysis, reflection, and research

SS.6-8.L.19 write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

<p>Unit 6: The Cold War and Vietnam</p>	<p>SS.6.C.5 examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g. support of American military during wartime, Vietnam protests, Civil Rights, respect for the flag and response of Americans to 9/11)</p> <p>SS.6.C.6 research and organize information about an issue of global concern from multiple points of view (e.g. ecology, natural resources, global warming and human rights)</p> <p>SS.6.E.1 compare and contrast the basic characteristics of communism, socialism and capitalism</p> <p>SS.6.E.2 identify examples of renewable and nonrenewable and non-renewable resources and analyze the factors that affect these resources on the individual, local and national economies (e.g. hurricanes, floods, etc.)</p> <p>SS.6.E.5 classify and</p>	<p>*I can investigate acts of patriotism by Americans in response to major events/conflicts</p> <p>*I can investigate acts of civil discourse by Americans in response to major events/conflicts</p> <p>*I can categorize and construct differences and similarities between communism, socialism, and capitalism</p> <p>*I can identify renewable and nonrenewable resources in order to analyze the effects of these resources on the individual, local and national economies during the Cold War</p>	<p>*How did Americans respond with acts of patriotism and/or acts of civil discourse to major events (national and international) during the Cold War era?</p> <p>*How did different forms of governments and economies lead to the outbreak of the Cold War?</p> <p>*Why are geographic features important to the Cold War?</p> <p>*How did the Cold War cause Americans to respond with civil discourse and acts of patriotism?</p> <p>*How has technology changed throughout history?</p> <p>*How was propaganda and</p>	<p>*Yalta Conference</p> <p>*Nuremberg Trials</p> <p>*United Nations</p> <p>*Cold War</p> <p>*containment</p> <p>*Truman Doctrine</p> <p>*Marshall Plan</p> <p>*NATO</p> <p>*G.I. Bill of Rights</p> <p>*Fair Deal</p> <p>*38th Parallel</p> <p>*hydrogen bomb</p> <p>*arms race</p> <p>*Sputnik</p> <p>*brinkmanship</p> <p>*Baby Boom</p> <p>*Bun Belt</p> <p>*urban renewal</p> <p>*beats</p> <p>*Iron Curtain</p> <p>*Cuban Missile Crisis</p> <p>*Berlin Wall</p> <p>*domino theory</p> <p>*Vietcong</p> <p>*Vietminh</p> <p>*Tonkin Gulf Resolution</p> <p>*Ho Chi Minh Trail</p> <p>*escalation</p> <p>*search-and-destroy missions</p> <p>*Tet Offensive</p> <p>*Bay of Pigs</p>	<p>*Mock trial</p> <p>*Posters to persuade support for NATO, United Nations, Marshall Plan, etc.</p> <p>*Poster of a museum of the Cold War era</p> <p>*Interactive Timeline PowerPoint</p> <p>*Research based projects</p> <p>*Debate on nuclear weapons</p> <p>*News reports of a Cold War event</p> <p>*Mapping activities</p> <p>*Create Vietcong tunnels</p> <p>*Debate on U.S. military involvement in Vietnam</p>	<p>*Brainpop</p> <p>*Cicero Unit 13: Civil Rights and Cold War</p> <p>*www.coldwar.me</p> <p>*YouTube clips on major events of the 1950's-early 1970's</p> <p>*Video clips from other resources</p> <p>*Document-based photos, political cartoons, etc.</p> <p>*neo.k12.com</p> <p>*America: The Story of Us DVD</p>	<p>*Essays on various Cold War topics</p> <p>*Quizzes/tests</p> <p>*Classroom observations</p> <p>*Mapping activities</p> <p>*Student projects</p> <p>*Create political cartoons</p> <p>*Student created outlines</p> <p>*Student debates</p>	
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	<p>evaluate the different types of world trade organizations (e.g. trade, military and health)</p> <p>SS.6.E.6 assess the economic impact of technology on world regions throughout history</p> <p>SS.6.G.1 identify geographic features that have influenced the safety of the United States and isolate it from conflicts abroad</p> <p>SS.6.G.2 compare and contrast historical maps and identify the changes in political boundaries as a result of conflicts</p> <p>SS.6.G.3 examine population data from the U.S. Census Bureau and infer the reasons for changes and differences in various areas (e.g. differences between rural and urban areas)</p> <p>SS.6.G.5 locate the major waterways of North America, South America, Europe and the Middle East, and examine their impact on transportation and trade (e.g. discuss how the opening of the Erie Canal contributed to the rise of cities in New</p>	<p>*I can classify different types of world trade organizations and differentiate how they are connected to the Cold War</p> <p>*I can analyze the economic impact of technology on the Cold War</p> <p>*I can analyze historical political maps</p> <p>*I can identify geographic features that helped to keep the U.S. isolated from conflicts abroad during the Cold War</p> <p>*I can interpret historical political maps and identify how boundaries changed during the Cold War</p> <p>*I can analyze population data charts and make</p>	<p>political cartoons used to promote support for U.S. goals in the Cold War?</p> <p>*How did economic policies affect the U.S. during the Cold War?</p> <p>*Why is the Soviet Union and the U.S. considered superpowers?</p> <p>*How did the U.S. policy of containment have social effects?</p> <p>*How are the following events interrelated during the Cold War (Korean conflict, Vietnam, Cuban Missile Crisis, and the Space Race)?</p> <p>*How did the Soviet Union dominate Eastern Europe?</p> <p>*How did China become a superpower?</p>	<p>*superpowers</p> <p>*atomic weapons</p> <p>*Peace Corps</p> <p>*hawks</p> <p>*doves</p> <p>*hippies</p> <p>*anti-war protests</p> <p>*26th Amendment</p> <p>*cease-fire</p>				
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	<p>York)</p> <p>SS.6.H.CL4.1 cite evidence of the United States' and Soviet Union's dominance as superpowers following World War II</p> <p>SS.6.H.CL4.2 outline the US policy of containment and the social effects of this policy</p> <p>SS.6.H.CL4.3 summarize the events of the Cold War (e.g. Korean conflict, Vietnam, Cuban Missile Crisis and Space Race)</p> <p>SS.6.H.CL4.4 describe the Soviet Union's domination of Eastern Europe, the rise of the Communist party in China, and the building of the Berlin Wall</p> <p>SS.6.H.CL4.5 analyze the role of strong leadership in ending the Cold War</p> <p>SS.6.H.CL4.6 debate the pros and cons of the impact of nuclear power and analyze how it might relate to the issue of atomic weapons</p> <p>SS.6-8.L.1 cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date</p>	<p>inferences about changes in population in the U.S. following World War II</p> <p>*I can locate and identify major world waterways and explain their impact on world trade, transportation and major conflicts</p> <p>*I can determine and cite evidence of dominance of superpowers following World War II</p> <p>*I can construct an outline of US containment policies and their social effects</p> <p>*I can outline the events of the Cold War</p> <p>*I can evaluate the Soviet Union's domination of Eastern Europe</p>	<p>*Why was the Berlin Wall a significant part of the history of the Cold War?</p> <p>*Why did many young Americans react negatively to U.S. involvement in Vietnam?</p> <p>*How did U.S. society change as a result of the Vietnam War?</p> <p>*How did strong leadership assist in ending the Cold War?</p> <p>*How does nuclear power effect the world?</p> <p>*How does nuclear power relate to atomic weapons?</p>					
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	<p>and origin of the information</p> <p>SS.6-8.L.2 determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>SS.6-8.L.3 identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes law, how interest rates are raised or lowered)</p> <p>SS.6-8.L.4 determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies)</p> <p>SS.6-8.L5 describe how a text presents information (e.g. sequentially, comparatively and causally)</p> <p>SS.6-8.L.6 identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts)</p>	<p>*I can infer reasons for the rise of the Communist Party in China</p> <p>*I can cite the causes and effects of the Berlin Wall</p> <p>*I can analyze the role of strong leadership in ending the Cold War</p> <p>*I can debate U.S. involvement in Vietnam?</p> <p>*I can develop logical arguments to debate the impact of nuclear power and atomic weapons</p> <p>*I can connect an informative explanatory text to developing a written composition with purpose of an audience</p> <p>*I can distinguish</p>						
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	<p>SS.6-8.L.7 integrate visual information (e.g. charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>SS.6-8.L.8 distinguish among fact, opinion, and reasoned judgment in a text</p> <p>SS.6-8.L.9 analyze the relationship between a primary and secondary source on the same topic</p> <p>SS.6-8.L.10 read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently</p> <p>SS.6-8.L.11 write arguments focused on discipline-specific content *introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically *support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an</p>	<p>between fact and opinion when analyzing multimedia and historical text.</p> <p>*I can distinguish between primary and secondary resources and determine their validity</p>							
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understanding of the topic or text, using credible sources *use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence
*establish and maintain a formal style
*provide a concluding statement or section that follows from and supports the argument presented

SS.6-8.L.13 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience

SS.6-8.L.14 with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

SS.6-8.L.15 use technology, including the Internet, to produce and publish writing and present the relationships

	<p>between information and ideas clearly and efficiently</p> <p>SS.6-8.L.19 write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>							
Unit 7: The Civil Rights Movement	<p>SS.6.C.3 identify the structure of the United States Congress and the Constitutional requirements of congressional membership</p> <p>SS.6.C.4 identify current key figures in United States government</p> <p>*President *Vice President *Speaker of the House *Secretary of State *Current members of Congress from West Virginia</p> <p>SS.6.C.5 examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g. support for American military during wartime, Vietnam protests, Civil Rights, respect for the</p>	<p>*I can identify the structure of the U.S. Supreme Court</p> <p>*I can identify current and former members of the U.S. Supreme Court</p> <p>*I can analyze how the Civil Rights Movement causes Americans to respond with civil discourse and acts of patriotism?</p> <p>*I can analyze historical political maps</p> <p>*I can identify minority groups in the United</p>	<p>*How is the U.S. Supreme Court involved in the law-making process?</p> <p>*How did acts of civil discourse lead to minorities realizing equal rights within the United States?</p> <p>*How were minority groups affected by the Civil Rights Movement?</p> <p>*How were civil rights depicted through key figures and events?</p> <p>*How did the events of the Civil Rights Movement</p>	<p>*civil rights</p> <p>*protests</p> <p>*activist</p> <p>*segregation</p> <p>*desegregation</p> <p>*boycott</p> <p>*sit-ins</p> <p>*Plessy v. Ferguson</p> <p>*Brown v. Board of Education of Topeka Kansas</p> <p>*NAACP</p> <p>*integrating</p> <p>*Little Rock Nine</p> <p>*discrimination</p> <p>*Supreme Court</p> <p>*Student Nonviolence Coordinating Committee</p> <p>*harassment</p> <p>*demonstrations (in terms of civil rights)</p> <p>*assassinated</p>	<p>*Primary source report</p> <p>*Key figure BINGO</p> <p>*Timeline poster/interactive timeline</p> <p>*Argumentative debates</p> <p>*Listen to the “I Have a Dream” speech and have students write their own speech based on something they want to change; choose a favorite line of the MLK speech, write it in quotes, and illustrate it reflecting your thoughts about the line</p> <p>*Students create their own Civil Rights Bill that addresses an issue that they feel is being violated</p> <p>*Create news</p>	<p>*Ruby Bridges movie</p> <p>*www.loc.gov</p> <p>*library books</p> <p>*www.tolerance.org</p> <p>*www.pbs.org</p> <p>*Brainpop</p> <p>*Cicero Unit 13: Cold War and Civil Rights</p> <p>*www.history.com</p> <p>Cross-Curricular Activities</p> <p>*ELA: <i>Sneetches</i> by Dr. Seuss; <i>The Watson’s Go To Birmingham</i> by Christopher Paul Curtis; <i>Martin’s Big Words</i> by Doreen Rappaport; biographies of key Civil Rights figures like Jackie Robinson, MLK, etc.</p>	<p>*Essays on various Civil Rights Movement topics</p> <p>*Quizzes/tests</p> <p>*Classroom observations</p> <p>*Mapping activities</p> <p>*Student projects</p> <p>*Create political cartoons</p> <p>*Student debates</p>	

	<p>flag and response of Americans to 9/11)</p> <p>SS.6.G.2 compare and contrast historical maps and identify the changes in political boundaries as a result of conflicts</p> <p>SS.6.H.CL5.1 trace the development of Civil Rights for minority groups in the United States (e.g. women and African Americans)</p> <p>SS.6.H.CL5.2 identify key figures and key events in movements for civil rights</p> <p>SS.6-8.L.1 cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information</p> <p>SS.6-8.L.2 determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>SS.6-8.L.3 identify key steps in a text's description of a process related to history/social studies (e.g. how a bill</p>	<p>States in response to the development of civil rights</p> <p>*I can put key events of the Civil Rights Movement in sequential order</p> <p>*I can distinguish between key leaders of the Civil Rights Movement and describe their role in the movement</p> <p>*I can connect an informative explanatory text to developing a written composition with purpose of an audience</p> <p>*I can distinguish between fact and opinion when analyzing multimedia and historical text.</p> <p>*I can distinguish between</p>	<p>influence today's American society?</p>	<ul style="list-style-type: none"> *Freedom Rides *March on Washington *Civil Rights Legislation *Great Society *Black Power Movement *United Farm Workers *Women's Rights Movement *National Organization for Women *Equal Rights Amendment *Disabled in Action 	<p>headlines for major Civil Rights Movement events</p> <p>*Write newspaper articles from viewpoints of northerners, southerners, African Americans and whites based on key civil rights events</p> <p>*Reenact a nonviolent civil rights protest</p> <p>*Recreate a civil rights sit-in within the classroom</p> <p>*Demonstrate segregation and desegregation through interactive classroom activities (e.g. allow only certain students to use a resource to complete an assignment while others are not allowed; assign unfair seating within the classroom to model segregation. Be sure to have a class discussion following these types of activities to debrief)</p>			
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	<p>becomes law, how interest rates are raised or lowered) SS.6-8.L.4 determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies) SS.6-8.L5 describe how a text presents information (e.g. sequentially, comparatively and causally) SS.6-8.L.6 identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts) SS.6-8.L.7 integrate visual information (e.g. charts, graphs, photographs, videos, or maps) with other information in print and digital texts SS.6-8.L.8 distinguish among fact, opinion, and reasoned judgment in a text SS.6-8.L.9 analyze the relationship between a primary and secondary source on the same topic</p>	<p>primary and secondary resources and determine their validity</p>							
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<p>SS.6-8.L.10 read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently</p> <p>SS.6-8.L.11 write arguments focused on discipline-specific content *introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</p> <p>*support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources *use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence</p> <p>*establish and maintain a formal style</p> <p>*provide a concluding statement or section that follows from and supports the argument</p>							
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SS.6-8.L.13 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience
SS.6-8.L.14 with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
SS.6-8.L.15 use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently
SS.6-8.L.19 write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

<p>Unit 8: The Late 20th Century to Present</p>	<p>SS.6.C.2 compare and contrast different forms of government worldwide and their influence on historic events: *The Great Depression *World War I *World War II *9/11 SS.6.C.4 identify current key figures in United States government: *President *Vice President *Speaker of the House *Secretary of State *Current members of Congress from West Virginia SS.6.C.5 examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g. support of American military during wartime, Vietnam protests, Civil Rights, respect for the flag and response of Americans to 9/11) SS.6.C.6 research and organize information about an issue of global concern from multiple points of view (e.g. ecology, natural resources, global warming and human</p>	<p>*I can compare and contrast different types of world governments and connect their belief systems to modern historical events *I can recognize key figures of U.S. government and explain their job responsibilities *I can investigate acts of patriotism by Americans in response to major events/conflicts *I can investigate acts of civil discourse by Americans in response to major events/conflicts *I can identify issues of global concern from the late 20th and early 21st</p>	<p>*How did Americans respond with acts of patriotism and/or acts of civil discourse to major events (national and international) during the late 20th and early 21st centuries? *How did different forms of governments and economies lead to the outbreaks of international conflicts during the late 20th and early 21st centuries? *How can I draw conclusions from research on a global organization and the issues they address? *How do renewable and non-renewable resources influence and impact global issues and</p>	<p>*Watergate *resignation *impeachment *stagflation *OPEC *embargo *realpolitik *Strategic Arms Limitation Talks *détente *pardon *inflation-deficit *apartheid *sanctions *human rights *Camp David Accords *Iran Hostage Crisis *Reaganomics *Iran-Contra Affair *Operation Desert Storm *NAFTA *terrorism *surplus *al Qaeda *weapons of mass destruction *service economy *globalization *Internet *Information Revolution *global warming *affirmative</p>	<p>*Compare/contrast then/now (current events, society, etc.) *Timelines/interactive timelines *Current event reports *Read/discuss topics and make inferences and generalizations *Jeopardy games *Time zone activities (calculate times of major world events across world time zones) *Political cartoon analysis *Debate affirmative action *Flipcharts *Foldables *Role play historical events *Design an outline of an historical fiction novel based in the 1970's and 1980's- incorporate major world events and leaders</p>	<p>*www.loc.gov Children's Lives at the Turn of the Twentieth Century *America: The Story of Us DVD *National Geographic Education Trade Game *6th Grade Final Exam Quizlet (website you can Google) *History.com: State of Israel Proclaimed *Google Maps and Google Earth *PBS.org: Watergate lesson plan *Scholastic.com: The Watergate Scandal *Enchantedlearning.com: Ronald W. Reagan *www.911memorial.org *Brainpop *Cicero Unit 14- A New Economy *Cicero Unit 15- Facing A New Millennium *www.nbcnews.com *National Geographic Education: Daily Life in the Middle East *Document Based hyperlinks: US Strategic Plan in the Gulf NAFTA Berlin Wall Fall of the Soviet Union</p>	<p>*Research projects/essays, etc. on late 20th and early 21st century events/topics *Quizzes/tests *Classroom observations *Mapping activities *Student projects *Create political cartoons *Student debates *Role playing</p>	
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	<p>rights) SS.6.C.7 identify global relief and development organizations and examine how they provide global aid and support (e.g. Red Cross, UNICEF, Doctors without Borders, Engineers without Borders and World Health Organization). SS.6.E.1 compare and contrast the basic characteristics of communism, socialism and capitalism SS.6.E.2 identify examples of renewable and non-renewable resources and analyze the factors that affect these resources on the individual, local, and national economies (e.g. hurricanes, floods, etc.) SS.6.E.3 define NAFTA and summarize its effects on the United States economy SS.6.E.4 compare and contrast government economic policy beginning with the Reagan era through present day (e.g. Reaganomics, the role of GDP in the economy,</p>	<p>century and gather and organize information about them from multiple view points *I can categorize different global organizations and explain how they help to address issues of global concern. *I can classify the characteristics of communism, socialism and capitalism and recognize how their characteristics influenced world events of the late 20th and early 21st centuries *I can identify renewable and nonrenewable resources in order to analyze the effects of these resources on</p>	<p>compacts during the late 20th and early 21st centuries? *How did NAFTA impact U.S. foreign relations in the late 20th and early 21st centuries? *How do economic policies change over time and from different administrations? *How has the United States' geographic isolation changed its involvement in world conflicts in the late 20th and early 21st centuries? *How have political boundaries changed throughout the world as a result of conflicts in the late 20th and early 21st centuries? *How have</p>	<p>action</p>		<p>Egypt's Uprising</p> <p>Cross-Curricular Activities: *Science- Global Warming *Health- DNA, AIDS, Advancement in medical research *ELA- <i>Caged Bird</i> by Mya Angelo (poetry)</p>		
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	<p>etc.)</p> <p>SS.6.E.6 assess the economic impact of technology on world regions throughout history</p> <p>SS.6.G.1 identify geographic features that have influenced the safety of the United States and isolate it from conflicts abroad</p> <p>SS.6.G.2 compare and contrast historical maps and identify the changes in political boundaries as a result of conflicts</p> <p>SS.6.G.4 determine the time of specific world locations using a world time zone map</p> <p>SS.6.G.5 locate the major waterways of North America, South America, Europe and the Middle East, and examine their impact on transportation and trade (e.g. discuss how the opening of the Erie Canal contributed to the rise of cities in New York)</p> <p>SS.6.H.CL4.5 analyze the role of strong leadership in ending the Cold War</p> <p>SS.6.H.CL6.1 analyze the role of natural resources in Middle Eastern</p>	<p>the individual, local and national economies during the late 20th and early 21st centuries</p> <p>*I can define and explain NAFTA and summarize how it impacted U.S. foreign relations</p> <p>*I can identify and explain different government economic policies of the late 20th and early 21st centuries.</p> <p>*I can evaluate the economic impact of technology on world regions in the late 20th and early 21st centuries</p> <p>*I can explain how the United States' geographic isolation became less significant to its</p>	<p>major waterways impacted transportation and trade throughout the world in the late 20th and early 21st centuries?</p> <p>*Why are natural resources important to the U.S. and countries world-wide?</p> <p>*How are geopolitics involved with the civil rights?</p> <p>*How did Saddam Hussein and Osama bin Laden affect Middle Eastern conflicts?</p> <p>*Why is terrorism a key aspect of Middle Eastern conflicts?</p> <p>*How did 9/11 lead to the wars in Iraq and Afghanistan?</p>					
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	<p>conflicts</p> <p>SS.6.H.CL6.2 describe the role of geopolitics played in historic events</p> <p>SS.6.H.CL6.3 identify the key figures in Middle Eastern conflicts and investigate the US reaction to these events (e.g. Saddam Hussein, Osama bin Laden, terrorism, 9/11, wars in Iraq and Afghanistan)</p> <p>SS.6-8.L.1 cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information</p> <p>SS.6-8.L.2 determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>SS.6-8.L.3 identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes law, how interest rates are raised or lowered)</p> <p>SS.6-8.L.4 determine the</p>	<p>involvement in world conflicts in the late 20th and early 21st centuries</p> <p>*I can analyze historical maps and identify and explain changes in political boundaries as a result of conflicts.</p> <p>*I can calculate the time of key events of important late 20th and early 21st century events across the world time zones</p> <p>*I can identify and locate major waterways of the world and observe how they have impacted transportation and trade</p> <p>*I can evaluate the role of strong leadership in ending the Cold</p>						
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	<p>meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies)</p> <p>SS.6-8.L.7 integrate visual information (e.g. charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>SS.6-8.L.8 distinguish among fact, opinion, and reasoned judgment in a text</p> <p>SS.6-8.L.9 analyze the relationship between a primary and secondary source on the same topic</p> <p>SS.6-8.L.10 read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently</p> <p>SS.6-8.L.13 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience</p> <p>SS.6-8.L.14 with some guidance and support from peers and adults,</p>	<p>War</p> <p>*I can determine the reason for the conflicts over natural resources in the Middle East</p> <p>*I can identify the geopolitical roles of the late 20th and early 21st century events</p> <p>*I can describe the key figures in Middle Eastern conflicts</p> <p>*I can connect the U.S. reactions to the Middle Eastern conflicts</p> <p>*I can connect an informative explanatory text to developing a written composition with purpose of an audience</p> <p>*I can distinguish between fact and opinion when analyzing</p>						
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	<p>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>SS.6-8.L.15 use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>SS.6-8.L.12 write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.</p> <p>*Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphics (e.g. charts and tables), and multimedia when useful to aiding comprehension</p> <p>*develop the topic with relevant, well-chosen</p>	<p>multimedia and historical text.</p> <p>*I can distinguish between primary and secondary resources and determine their validity</p> <p>*I can conduct research, gather relevant information and draw conclusions from informational texts</p>						
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facts, definitions, concrete details, quotations, or other information and examples *use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts *use precise language and domain-specific vocabulary to inform about or explain the topic *establish and maintain a formal style and objective tone *provide a concluding statement or section that follows form and supports the information or explanation presented

SS.6-8.L.13 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience

SS.6-8.L.14 with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience

<p>have been addressed</p> <p>SS.6-8.L.15 use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>SS.6-8.L.16 conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>SS.6-8.L.17 gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>SS.6-8.L.18 draw evidence from informational texts to support analysis reflection, and research</p>							
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	SS.6-8.L.19 write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences								
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