

CURRICULUM MAP SOCIAL STUDIES GRADE 8 GEOGRAPHY

UNIT	Social Studies GSEs/Standards	
<p align="center">UNIT 1 Core Geography Concepts</p> <p align="center">Essential Questions <i>What makes a nation?</i></p> <p align="center"><i>How does geography shape a country?</i></p>	<p>Civics and Government</p> <ul style="list-style-type: none"> Identifying and explaining the origins and basic functions of government. C&G 1 (7-8) –1a Comparing and contrasting different forms of government. C&G 1 (7-8) –1b Explaining what happens when political structures do or do not meet the needs of people. C&G 1 (7-8) –1c Explaining why the rule of law is necessary to the role of government. C&G 1 (7-8) –2b Defining and identifying the nature of authority and sources of power C&G 1 (7-8) –2b Identifying the functions of the three branches of government C&G 2 (7-8) –1a Explaining how and why power is divided and shared among the levels of government. C&G 2 (7-8) –1b Using a variety of sources to identify and defend a position on a democratic principle. C&G 2 (7-8) –2b Exhibiting and explaining what it means to be a responsible citizen in the state and nation. C&G 2 (7-8) –2c Defining the concepts: “civic”(adj.), “civics”(n), “civil,” and “citizen” C&G 3 (7-8) –1a Evaluating and defending a position on issues involving <i>individual rights</i>. C&G 3 (7-8) –1b Identifying a citizen’s responsibilities in a democratic society (personal, economic, legal, and civic). C&G 3 (7-8) –1c Identifying conflicts between individual rights and the common good. C&G 3 (7-8) –1d Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. C&G 3 (7-8) –2a Identifying/explaining how an action taken by an individual or a group impacts the rights of others. C&G 3 (7-8) –2b Tracing/explaining social, technological, geographical, economical, cultural connections for a society C&G 5(7-8) –1a Identifying, describing, explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected. C&G 5(7-8) –1b Considering competing interests on issues that benefit some people and cause other people to suffer. C&G 5(7-8) –2b Making predictions of personal consumer, environmental, communication, eventual political choices. C&G 5(7-8) –3a Summarizing a significant situation; proposing and defending actions to be taken or not taken. C&G 5(7-8) –3b <p>Historical Perspective</p> <p>Economics</p> <ul style="list-style-type: none"> Explaining the relationship between resources and industry. E 1 (7-8) – 1a Explaining the relationship between the producers in a real-world and historical context. E 1 (7-8) – 1b Researching and analyzing the impact of surplus, subsistence, and scarcity. E 1 (7-8) – 1c Explaining the pros and cons of consumer and producer choices. E 1 (7-8) – 2a Describing how a society’s definition / of value affects distribution of wealth and consumer choices. E 1 (7-8) – 2b Explaining the relationship between availability, distribution, and allocation of goods and services. E 1 (7-8) – 3a Explaining how scarcity impacts the organization of society and development of civilization. E 1 (7-8) – 3b Explaining how/ why incentives / affect how buyers and sellers interact to determine market value. E 2 (7-8) – 1a Comparing/ contrasting different market systems E 2 (7-8) – 1b Predicting the impact of incentives, on the way producers and consumers exchange goods. E 2 (7-8) – 1c Describing how inventions, innovations, and technology stimulate economic growth. E 2 (7-8) – 2a Explaining how innovations/technology impact industries, economies, cultures, and innovations. E 2 (7-8) – 2b Explaining the cyclical relationship of the participants within an economy. E 3 (7-8) – 1a Explaining how government succeeds or fails to provide support in a market economy. E 3 (7-8) – 2a Identifying/evaluating the benefits/cost of alternative public. E 3 (7-8) – 2b <p>Geography</p> <ul style="list-style-type: none"> Identifying and utilizing a variety of maps. G 1 (7-8) –1a Utilizing technology to access geographic databases such as GPS and Geographic Information Systems. G 1 (7-8) –1b Analyzing charts and graphs to interpret geographical information. G 1 (7-8) –1c Explaining multiple maps (to draw inferences about the development of societies. G 1 (7-8) –2a Explaining/ connecting how/why the geographical features influenced population G 2 (7-8) –1a Analyzing/explaining how/why physical/human characteristics of places/regions change over time G 2 (7-8) –1b Analyzing and explaining the geographical influences that shape regions and places. G 2 (7-8) –2a Analyzing/ explaining how geography influences cultural perspectives and experiences. G 2 (7-8) –3a Understanding the difference between formal, vernacular, and functional regions. G 2 (7-8) –4a Categorizing and evaluating a variety of factors. G 2 (7-8) –4b Analyzing how migration affects a population. G 3 (7-8) –1a Analyzing how the abundance, depletion, use, and distribution of geographical resources. G 3 (7-8) –2a Using evidence to build a logical argument in support or in opposition to expansion of human settlement. G 3 (7-8) –3a Analyzing how human dependence on the environment impacts political, economic and social decisions. G 4 (7-8) 1a Analyzing the impact of human reactions to environmental changes. G 4 (7-8) –2a Making predictions and drawing conclusions about the impact that human actions. G 4 (7-8) –3a Categorizing and evaluating a variety of factors of a defined region. G 2 (7-8) –4b <p>Reading</p> <p>Key Ideas and Details (RH)</p> <ul style="list-style-type: none"> RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.2 Determine the central ideas or information of a primary or secondary source. RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies <p>Craft and Structure (RH)</p> <ul style="list-style-type: none"> RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose . <p>Integration of Knowledge and Ideas (RH)</p> <ul style="list-style-type: none"> RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. 	<p align="center"><u>HISTORICAL THINKING</u></p> <ul style="list-style-type: none"> • Chronological thinking • Historical comprehension • Historical analysis and interpretation, historical research capabilities • Historical research capabilities • Historical issues – analysis and decision-making

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	<ul style="list-style-type: none"> • RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. Range of Reading (RH) • RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band <p>Writing</p> <ul style="list-style-type: none"> • Text Types and Purposes: argument and informational (WHST) • Production and Distribution (WHST) • Research • Range of Writing (WHST) 	
<p>UNIT 2 North America, South America</p> <p>Essential Questions <i>How can you measure success?</i></p> <p><i>What should government do?</i></p> <p><i>What are the challenges of diversity?</i></p> <p><i>How does geography shape a country?</i></p>	<p>Civics and Government</p> <ul style="list-style-type: none"> • Identifying and explaining the origins and basic functions of government. C&G 1 (7-8) –1a • Comparing and contrasting different forms of government. C&G 1 (7-8) –1b • Explaining what happens when political structures do or do not meet the needs of people. C&G 1 (7-8) –1c • Identifying the functions of the three branches of government C&G 2 (7-8) –1a • Explaining how and why power is divided and shared among the levels of government. C&G 2 (7-8) –1b • Explaining how democratic values are reflected in enduring documents political speeches/ group actions. C&G 2(7-8) –a • Evaluating and defending a position on issues involving <i>individual rights</i>. C&G 3 (7-8) –1b • Identifying conflicts between individual rights and the common good. C&G 3 (7-8) –1d • Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. C&G 3 (7-8) –2a • Identifying/explaining how an action taken by an individual or a group impacts the rights of others. C&G 3 (7-8) –2b • Explaining how various factors affect how leaders are selected or elected through an election process. C&G 4(7-8) –1a • Describing how and why individuals identify themselves politically. C&G 4(7-8) –1b • Evaluating the strengths and weaknesses of various political systems. C&G 4(7-8) –1c • Recognizing multiple perspectives on historical or current controversial issues. C&G 4(7-8) –1e • Expressing/defending an informed opinion and presenting their opinion to an audience. C&G 4(7-8) –2b • Demonstrating an understanding and empathy for the opinions of others. C&G 4(7-8) –3a • Demonstrating the ability to compromise. C&G 4(7-8) –3b • Recognizing the cause(s) and effect(s) of taking a civil action. C&G 4(7-8) –3c • Utilizing a variety of reliable sources to develop an informed opinion. C&G 4(7-8) –3d • Tracing/explaining social, technological, geographical, economical, cultural connections for a society C&G 5(7-8) –1a • Identifying, describing, explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected. C&G 5(7-8) –1b • Identifying/ discussing factors that lead breakdown of order among societies resulting consequences. C&G 5(7-8) –2a • Considering competing interests on issues that benefit some people and cause other people to suffer. C&G 5(7-8) –2b • Making predictions of personal consumer, environmental, communication, eventual political choices. C&G 5(7-8) –3a • Summarizing a significant situation; proposing and defending actions to be taken or not taken. C&G 5(7-8) –3b <p>Historical Perspective</p> <ul style="list-style-type: none"> • Drawing inferences from Rhode Island History about the larger context of history. HP 1 (7-8) –1b • Asking/ answering historical questions, evaluating sources of information, organizing the information HP 1 (7-8) –1c • Investigating/analyzing historical and visual data in order to draw connections between a series of events. HP1(7-8) –2a • Developing, expanding, and supporting an historical thesis, based on a series of events HP 1 (7-8) –2b • Identifying key events and people of a particular historical era or time. HP 2 (7-8) –2a • Correlating key events to understand the historical perspective of the time period in which they occurred. HP2(7-8) –2b • Establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative. HP 2 (7-8) –3a • Analyzing a social movement from its inception, its impacts on us today, its implications for the future .HP 3 (7-8) –1a • Evaluating alternative courses of action, ethical considerations, interest of those affected by the decision HP 3 (7-8) –1b • Recognizing how the similarities of human issues across time periods influence own personal histories. HP 3 (7-8) –2a • Recognizing how the differences of human issues across time periods influence own personal histories. HP 3 (7-8) –2b • Comparing and contrasting the cultural influences that shape individuals and historical events. HP 3 (7-8) –2c • Citing specific evidence to explain how factors impacted a civilization’s adaptation, development. HP 4 (7-8) –1a • Citing evidence from a society to explain how shared events affect how individuals and societies HP 4 (7-8) –1b • Identifying/ describing how traits of civilization develop to innovations, inventions, change, expansion. HP 4 (7-8) –2a • Explaining the impact of interactions. HP 4 (7-8) –2b • Describing how inventions and technological improvements. HP 4 (7-8) –2c • Identifying how movement impacts cultural diversity. HP 5 (7-8) –1a • Applying demographic factors. HP 5 (7-8) –1b • Comparing/contrasting cultural expectations in different communities/societies. HP 5 (7-8) – 2a • Describing how diversity contributes to cultural diffusion, acculturation, or assimilation. HP 5 (7-8) – 2b • Describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation. HP 5 (7-8) – 2b • Describing how and why various factors impact an individual or a group’s perspective of events. HP 5 (7-8) – 3a • Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. HP 5 (7-8) – 3b <p>Economics</p> <ul style="list-style-type: none"> • Explaining the relationship between resources and industry. E 1 (7-8) – 1a • Explaining the relationship between the producers in a real-world and historical context. E 1 (7-8) – 1b • Researching and analyzing the impact of surplus, subsistence, and scarcity. E 1 (7-8) – 1c • Explaining the pros and cons of consumer and producer choices. E 1 (7-8) – 2a • Describing how a society’s definition / of value affects distribution of wealth and consumer choices. E 1 (7-8) – 2b • Explaining the relationship between availability, distribution, and allocation of goods and services. E 1 (7-8) – 3a 	

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<p>UNIT 3 Europe</p> <p>Essential Questions <i>What makes a nation?</i></p> <p><i>How does geography shape a country?</i></p> <p><i>What are the</i></p>	<p>Civics and Government</p> <ul style="list-style-type: none"> • Identifying and explaining the origins and basic functions of government. C&G 1 (7-8) –1a • Comparing and contrasting different forms of government. C&G 1 (7-8) –1b • Explaining what happens when political structures do or do not meet the needs of people. C&G 1 (7-8) –1c • Identifying the functions of the three branches of government C&G 2 (7-8) –1a • Explaining how and why power is divided and shared among the levels of government. C&G 2 (7-8) –1b • Explaining how democratic values are reflected in enduring documents political speeches/ group actions. C&G 2(7-8) –a • Evaluating and defending a position on issues involving <i>individual rights</i>. C&G 3 (7-8) –1b • Identifying conflicts between individual rights and the common good. C&G 3 (7-8) –1d • Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. C&G 3 (7-8) –2a • Identifying/explaining how an action taken by an individual or a group impacts the rights of others. C&G 3 (7-8) –2b • Explaining how various factors affect how leaders are selected or elected through an election process. C&G 4(7-8) –1a • Describing how and why individuals identify themselves politically. C&G 4(7-8) –1b • Evaluating the strengths and weaknesses of various political systems. C&G 4(7-8) –1c • Recognizing multiple perspectives on historical or current controversial issues. C&G 4(7-8) –1e • Expressing/defending an informed opinion and presenting their opinion to an audience. C&G 4(7-8) –2b • Demonstrating an understanding and empathy for the opinions of others. C&G 4(7-8) –3a • Demonstrating the ability to compromise. C&G 4(7-8) –3b • Recognizing the cause(s) and effect(s) of taking a civil action. C&G 4(7-8) –3c • Utilizing a variety of reliable sources to develop an informed opinion. C&G 4(7-8) –3d 	

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<p><i>challenges of diversity?</i></p>	<ul style="list-style-type: none"> • Tracing/explaining social, technological, geographical, economical, cultural connections for a society C&G 5(7-8) –1a • Identifying, describing, explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected. C&G 5(7-8) –1b • Identifying/ discussing factors that lead breakdown of order among societies resulting consequences. C&G 5(7-8) –2a • Considering competing interests on issues that benefit some people and cause other people to suffer. C&G 5(7-8) –2b • Making predictions of personal consumer, environmental, communication, eventual political choices. C&G 5(7-8) –3a • Summarizing a significant situation; proposing and defending actions to be taken or not taken. C&G 5(7-8) –3b <p>Historical Perspective</p> <ul style="list-style-type: none"> • Drawing inferences from Rhode Island History about the larger context of history. 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<p>UNIT 4 Asia</p> <p>Essential Question <i>Who should benefit from a country’s resources?</i></p> <p><i>How does geography shape a country?</i></p> <p><i>Is it better to be independent or interdependent?</i></p>	<p>Civics and Government</p> <ul style="list-style-type: none"> • Identifying and explaining the origins and basic functions of government. C&G 1 (7-8) –1a • Comparing and contrasting different forms of government. C&G 1 (7-8) –1b • Explaining what happens when political structures do or do not meet the needs of people. C&G 1 (7-8) –1c • Identifying the functions of the three branches of government C&G 2 (7-8) –1a • Explaining how and why power is divided and shared among the levels of government. C&G 2 (7-8) –1b • Explaining how democratic values are reflected in enduring documents political speeches/ group actions. C&G 2(7-8) –a • Evaluating and defending a position on issues involving <i>individual rights</i>. 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C&G 4(7-8) –3b • Recognizing the cause(s) and effect(s) of taking a civil action. C&G 4(7-8) –3c • Utilizing a variety of reliable sources to develop an informed opinion. C&G 4(7-8) –3d • Tracing/explaining social, technological, geographical, economical, cultural connections for a society C&G 5(7-8) –1a • Identifying, describing, explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected. C&G 5(7-8) –1b • Identifying/ discussing factors that lead breakdown of order among societies resulting consequences. C&G 5(7-8) –2a • Considering competing interests on issues that benefit some people and cause other people to suffer. C&G 5(7-8) –2b • Making predictions of personal consumer, environmental, communication, eventual political choices. C&G 5(7-8) –3a • Summarizing a significant situation; proposing and defending actions to be taken or not taken. C&G 5(7-8) –3b <p>Historical Perspective</p> <ul style="list-style-type: none"> • Drawing inferences from Rhode Island History about the larger context of history. HP 1 (7-8) –1b • Asking/ answering historical questions, evaluating sources of information, organizing the information HP 1 (7-8) –1c • Investigating/analyzing historical and visual data in order to draw connections between a series of events. HP1(7-8) –2a • Developing, expanding, and supporting an historical thesis, based on a series of events HP 1 (7-8) –2b • Identifying key events and people of a particular historical era or time. HP 2 (7-8) –2a • Correlating key events to understand the historical perspective of the time period in which they occurred. HP2(7-8) –2b • Establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative. HP 2 (7-8) –3a • Analyzing a social movement from its inception, its impacts on us today, its implications for the future. HP 3 (7-8) –1a • Evaluating alternative courses of action, ethical considerations, interest of those affected by the decision HP 3 (7-8) –1b • Recognizing how the similarities of human issues across time periods influence own personal histories. HP 3 (7-8) –2a • Recognizing how the differences of human issues across time periods influence own personal histories. HP 3 (7-8) –2b • Comparing and contrasting the cultural influences that shape individuals and historical events. HP 3 (7-8) –2c • Citing specific evidence to explain how factors impacted a civilization’s adaptation, development. HP 4 (7-8) –1a • Citing evidence from a society to explain how shared events affect how individuals and societies HP 4 (7-8) –1b • Identifying/ describing how traits of civilization develop to innovations, inventions, change, expansion. HP 4 (7-8) –2a • Explaining the impact of interactions. HP 4 (7-8) –2b • Describing how inventions and technological improvements. HP 4 (7-8) –2c • Identifying how movement impacts cultural diversity. HP 5 (7-8) –1a • Applying demographic factors. HP 5 (7-8) –1b • Comparing/contrasting cultural expectations in different communities/societies. HP 5 (7-8) – 2a 	

CURRICULUM MAP SOCIAL STUDIES GRADE 8 GEOGRAPHY

UNIT	Social Studies GSEs/Standards	
	<ul style="list-style-type: none"> • Describing how diversity contributes to cultural diffusion, acculturation, or assimilation. HP 5 (7-8) – 2b • Describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation. HP 5 (7-8) – 2b • Describing how and why various factors impact an individual or a group’s perspective of events. HP 5 (7-8) – 3a • Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. HP 5 (7-8) – 3b <p>Economics</p> <ul style="list-style-type: none"> • Explaining the relationship between resources and industry. E 1 (7-8) – 1a • Explaining the relationship between the producers in a real-world and historical context. E 1 (7-8) – 1b • Researching and analyzing the impact of surplus, subsistence, and scarcity. E 1 (7-8) – 1c • Explaining the pros and cons of consumer and producer choices. E 1 (7-8) – 2a • Describing how a society’s definition / of value affects distribution of wealth and consumer choices. E 1 (7-8) – 2b • Explaining the relationship between availability, distribution, and allocation of goods and services. E 1 (7-8) – 3a • Explaining how scarcity impacts the organization of society and development of civilization. E 1 (7-8) – 3b • Explaining how/ why incentives / affect how buyers and sellers interact to determine market value. E 2 (7-8) – 1a • Comparing/ contrasting different market systems E 2 (7-8) – 1b • Predicting the impact of incentives, on the way producers and consumers exchange goods. E 2 (7-8) – 1c • Describing how inventions, innovations, and technology stimulate economic growth. E 2 (7-8) – 2a • Explaining how innovations/technology impact industries, economies, cultures, and innovations. E 2 (7-8) – 2b • Explaining the cyclical relationship of the participants within an economy. E 3 (7-8) – 1a • Explaining how government succeeds or fails to provide support in a market economy. E 3 (7-8) – 2a • Identifying/evaluating the benefits/cost of alternative public. E 3 (7-8) – 2b <p>Geography</p> <ul style="list-style-type: none"> • Identifying and utilizing a variety of maps. G 1 (7-8) –1a • Utilizing technology to access geographic databases such as GPS and Geographic Information Systems. G 1 (7-8) –1b • Analyzing charts and graphs to interpret geographical information. G 1 (7-8) –1c • Analyzing multiple maps (to draw inferences about the development of societies. G 1 (7-8) –2a • Explaining/ connecting how/why the geographical features influenced population G 2 (7-8) –1a • Analyzing/explaining how/why physical/human characteristics of places/regions change over time G 2 (7-8) –1b • Analyzing and explaining the geographical influences that shape regions and places. G 2 (7-8) –2a • Analyzing/ explaining how geography influences cultural perspectives and experiences. G 2 (7-8) –3a • Understanding the difference between formal, vernacular, and functional regions. G 2 (7-8) –4a • Categorizing and evaluating a variety of factors. G 2 (7-8) –4b • Analyzing how migration affects a population. G 3 (7-8) –1a • Analyzing how the abundance, depletion, use, and distribution of geographical resources. G 3 (7-8) –2a • Using evidence to build a logical argument in support or in opposition to expansion of human settlement. G 3 (7-8) –3a • Analyzing how human dependence on the environment impacts political, economic and social decisions. G 4 (7-8) 1a • Analyzing the impact of human reactions to environmental changes. G 4 (7-8) –2a • Making predictions and drawing conclusions about the impact that human actions. G 4 (7-8) –3a • Categorizing and evaluating a variety of factors of a defined region. G 2 (7-8) –4b <p>Reading</p> <p>Key Ideas and Details (RH)</p> <ul style="list-style-type: none"> • RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source. • RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies <p>Craft and Structure (RH)</p> <ul style="list-style-type: none"> • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose . <p>Integration of Knowledge and Ideas (RH)</p> <ul style="list-style-type: none"> • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. <p>Range of Reading (RH)</p> <ul style="list-style-type: none"> • RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band <p>Writing</p> <ul style="list-style-type: none"> • Text Types and Purposes: argument and informational (WHST) • Production and Distribution (WHST) • Research • Range of Writing (WHST) 	
<p>UNIT 5 Africa</p>	<p>Civics and Government</p> <ul style="list-style-type: none"> • Identifying and explaining the origins and basic functions of government. C&G 1 (7-8) –1a • Comparing and contrasting different forms of government. C&G 1 (7-8) –1b • Explaining what happens when political structures do or do not meet the needs of people. C&G 1 (7-8) –1c • Identifying the functions of the three branches of government C&G 2 (7-8) –1a • Explaining how and why power is divided and shared among the levels of government. C&G 2 (7-8) –1b • Explaining how democratic values are reflected in enduring documents political speeches/ group actions. C&G 2(7-8) –a • Evaluating and defending a position on issues involving <i>individual rights</i>. C&G 3 (7-8) –1b 	

CURRICULUM MAP SOCIAL STUDIES GRADE 8 GEOGRAPHY

UNIT	Social Studies GSEs/Standards	
<p>Essential Questions</p> <p><i>How does geography shape a country?</i></p> <p><i>Is conflict unavoidable?</i></p>	<ul style="list-style-type: none"> • Identifying conflicts between individual rights and the common good. C&G 3 (7-8) –1d • Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. C&G 3 (7-8) –2a • Identifying/explaining how an action taken by an individual or a group impacts the rights of others. C&G 3 (7-8) –2b • Explaining how various factors affect how leaders are selected or elected through an election process. C&G 4(7-8) –1a • Describing how and why individuals identify themselves politically. C&G 4(7-8) –1b • Evaluating the strengths and weaknesses of various political systems. C&G 4(7-8) –1c • Recognizing multiple perspectives on historical or current controversial issues. C&G 4(7-8) –1e • Expressing/defending an informed opinion and presenting their opinion to an audience. C&G 4(7-8) –2b • Demonstrating an understanding and empathy for the opinions of others. C&G 4(7-8) –3a • Demonstrating the ability to compromise. C&G 4(7-8) –3b • Recognizing the cause(s) and effect(s) of taking a civil action. C&G 4(7-8) –3c • Utilizing a variety of reliable sources to develop an informed opinion. C&G 4(7-8) –3d • Tracing/explaining social, technological, geographical, economical, cultural connections for a society C&G 5(7-8) –1a • Identifying, describing, explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected. C&G 5(7-8) –1b • Identifying/ discussing factors that lead breakdown of order among societies resulting consequences. C&G 5(7-8) –2a • Considering competing interests on issues that benefit some people and cause other people to suffer. C&G 5(7-8) –2b • Making predictions of personal consumer, environmental, communication, eventual political choices. 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HP 4 (7-8) –1a • Citing evidence from a society to explain how shared events affect how individuals and societies HP 4 (7-8) –1b • Identifying/ describing how traits of civilization develop to innovations, inventions, change, expansion. HP 4 (7-8) –2a • Explaining the impact of interactions. HP 4 (7-8) –2b • Describing how inventions and technological improvements. HP 4 (7-8) –2c • Identifying how movement impacts cultural diversity. HP 5 (7-8) –1a • Applying demographic factors. HP 5 (7-8) –1b • Comparing/contrasting cultural expectations in different communities/societies. HP 5 (7-8) –2a • Describing how diversity contributes to cultural diffusion, acculturation, or assimilation. HP 5 (7-8) –2b • Describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation. HP 5 (7-8) –2b • Describing how and why various factors impact an individual or a group’s perspective of events. 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CURRICULUM MAP SOCIAL STUDIES GRADE 8 GEOGRAPHY

UNIT	Social Studies GSEs/Standards	
	<ul style="list-style-type: none"> • Analyzing/ explaining how geography influences cultural perspectives and experiences. G 2 (7-8) –3a • Understanding the difference between formal, vernacular, and functional regions. G 2 (7-8) –4a • Categorizing and evaluating a variety of factors. G 2 (7-8) –4b • Analyzing how migration affects a population. G 3 (7-8) –1a • Analyzing how the abundance, depletion, use, and distribution of geographical resources. G 3 (7-8) –2a • Using evidence to build a logical argument in support or in opposition to expansion of human settlement. G 3 (7-8) –3a • Analyzing how human dependence on the environment impacts political, economic and social decisions. G 4(7-8) 1a • Analyzing the impact of human reactions to environmental changes. G 4 (7-8) –2a • Making predictions and drawing conclusions about the impact that human actions. G 4 (7-8) –3a • Categorizing and evaluating a variety of factors of a defined region. G 2 (7-8) –4b <p>Reading</p> <p>Key Ideas and Details (RH)</p> <ul style="list-style-type: none"> • RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source. • RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies <p>Craft and Structure (RH)</p> <ul style="list-style-type: none"> • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose . <p>Integration of Knowledge and Ideas (RH)</p> <ul style="list-style-type: none"> • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. <p>Range of Reading (RH)</p> <ul style="list-style-type: none"> • RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band <p>Writing</p> <ul style="list-style-type: none"> • Text Types and Purposes: argument and informational (WHST) • Production and Distribution (WHST) • Research • Range of Writing (WHST) 	