



# Multiple Category Scope and Sequence

Monday, June 14, 2021, 7:46AM

	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Grade 6 Social Studies Grade 6 (D) 2020-2021 13 Curriculum Developers	Ancient Egypt (Week 2, 4 Weeks)	<p><b>RS: Reportable Standards</b> <b>RS: Grade 6</b></p> <p><b>Reading Student</b></p> <p>Reportable Standard 2 - Reads and understands informational/nonfiction texts</p> <p><b>Social Studies Student</b></p> <p>Reportable Standard 1: Students are able to effectively use a variety of geographical representations to analyze a society.</p> <p>Reportable Standard 2: Students are able to identify and analyze why certain ancient historical events, discoveries, and innovations are historically significant.</p>	<p><b>PRIORITY WI: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <p><b>WI: Grades 6-8</b></p> <p><b>Reading: History/Social Studies</b></p> <p><b>Key Ideas and Details</b></p> <p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>PRIORITY WI:</b></p>	<p><b>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></b></p> <p><b>Reading: History/Social Studies</b></p> <p><b>Key Ideas and Details</b></p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</b></p> <p><b>Learning Target: I can support claims about the civilization using text evidence in my responses.</b></p>	<p>How did geographical features, historical features and social class contribute to the success or demise of the ancient civilization?</p> <p>How do the contributions and achievements of this ancient civilization impact our world today?</p>	<p>Canaan, Egypt, Jordan River, Kush, Mediterranean Sea, Nile River, topography, vegetation, Hatshepsut, pharaoh, Ramses II, treaty, afterlife, hieroglyph, noble, peasant, social class, social pyramid, status,</p> <p><a href="#">Egypt and Middle East Vocabulary.pdf</a></p>

			<p><b>Social Studies (2018)</b>  <b>Grades 6-8</b>  <b>Geography</b>  <b>Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.</b>  <b>Geog3.a: Distribution of Resources</b>  <b>SS.Geog3.a.m</b></p> <p>Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p> <p><b>Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.</b>  <b>Geog3.b: Networks</b></p>	<p><b>(K, S, R)</b></p> <p><b>Standard SS.Geog3:</b>  Wisconsin students will examine the impacts of global interconnections and relationships.  Geog3.a: Distribution of Resources  SS.Geog3.a.m</p> <p>Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p> <p><b>Learning Target:</b>  <b>I will be able to describe how the ancient Egyptians interacted with the physical features (K)</b></p> <p><b>Standard SS.Geog5:</b>  Wisconsin students will evaluate the relationship between humans and the environment.  Geog5.a: Human</p>		
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			<p><b>SS.Geog3.b.m</b></p> <p>Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p> <p><b>Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment. Geog5.a: Human Environment Interaction SS.Geog5.a.m</b></p> <p>Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p> <p><b>History Standard SS.Hist3: Wisconsin students will connect past events, people,</b></p>	<p>Environment Interaction SS.Geog5.a.m</p> <p>Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p> <p><b>Learning Target: I will be able to describe how the physical features of Egypt affected its settlement (K)</b></p> <p><b>Standard SS.Hist3:</b> Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. Hist3.a: Connections SS.Hist3.a.m</p> <p>Compare events from United States or world history to a current issue or event.</p>		
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and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.  
Hist3.a:  
Connections  
SS.Hist3.a.m

Compare events from United States or world history to a current issue or event.

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**Learning Target:**  
**I able to connect how events in ancient civilizations have influenced my current society. (K, S, R)**

**Learning Target:**  
**I am able to create a PBL research project around the topic of ancient Egypt and its geography, history, and/or daily life. (K, S, P, R) Create, Commit**

**2. Label each learning target using the following categories:**

- **Knowledge (K)**- What I need to know
- **Skill (S)**- What I can demonstrate
- **Product (P)**-What I can make to show my learning
- **Reasoning (R)**-What I can do with what I know

	<p>Ancient India (Week 6, 3 Weeks)</p>	<p><b>RS: Reportable Standards</b> <b>RS: Grade 6</b></p> <hr/> <p><b>Reading Student</b></p> <p>Reportable Standard 2 - Reads and understands informational/nonfiction texts</p> <p><b>Social Studies Student</b></p> <p>Reportable Standard 1: Students are able to effectively use a variety of geographical representations to analyze a society.</p> <p>Reportable Standard 2: Students are able to identify and analyze why certain ancient historical events, discoveries, and innovations are historically significant.</p>	<p><b>PRIORITY WI: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b> <b>WI: Grades 6-8</b></p> <hr/> <p><b>Reading: History/Social Studies</b></p> <p><b>Key Ideas and Details</b> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>PRIORITY WI: Social Studies (2018)</b> <b>Grades 6-8</b></p> <hr/>	<p><b>Reading: History/Social Studies</b></p> <p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>Learning Target:</b> <b>I can support claims about the civilization using text evidence in my responses.</b> <b>(K, S, R)</b></p> <p><b>Standard SS.Geog3:</b> Wisconsin students will examine the impacts of global interconnections</p>	<p>How did geographical features, historical features and social class contribute to the success or demise of the ancient civilization?</p> <p>How do the contributions and achievements of this ancient civilization impact our world today?</p>	<p>monsoon, plateau, subcontinent, citadel, granary, Indus valley civilization Mohenjodaro, alliance, golden age, Gupta empire, philosophy, province</p>
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			<p><b>Geography Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships. Geog3.a: Distribution of Resources SS.Geog3.a.m</b></p> <p>Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p> <p><b>Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships. Geog3.b: Networks SS.Geog3.b.m</b></p>	<p>and relationships. Geog3.a: Distribution of Resources SS.Geog3.a.m</p> <p>Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p> <p><b>Learning Target: I will be able to describe how the ancient Indians interacted with the physical features (K)</b></p> <p><b>Standard SS.Geog5:</b> Wisconsin students will evaluate the relationship between humans and the environment. Geog5.a: Human Environment Interaction SS.Geog5.a.m</p> <p>Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural</p>		
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people, products, and ideas move between places (e.g., internet commerce, outsourcing).

**Standard SS.Geog5:**  
**Wisconsin students will evaluate the relationship between humans and the environment.**  
**Geog5.a:**  
**Human Environment Interaction**  
**SS.Geog5.a.m**

Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.

**History**  
**Standard SS.Hist3:**  
**Wisconsin students will connect past events, people, and ideas to the present;**

resources.

**Learning Target:**  
**I will be able to describe how the physical features of India affected its settlement (K)**

**Standard SS.Hist3:**  
Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.  
Hist3.a: Connections  
SS.Hist3.a.m

Compare events from United States or world history to a current issue or event.

**Learning Target:**  
**I able to connect how events in ancient civilizations have influenced my current society. (K, S, R)**

**Learning Target:**

			<p>use different perspectives to draw conclusions; and suggest current implications.  <b>Hist3.a: Connections</b>  <b>SS.Hist3.a.m</b></p> <p>Compare events from United States or world history to a current issue or event.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<p><b>I am able to create a PBL research project around the topic of ancient India and its geography, history, and/or daily life. (K, S, P, R) Create, Commit</b></p> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge (K)</b>- What I need to know</li> <li>• <b>Skill (S)</b>- What I can demonstrate</li> <li>• <b>Product (P)</b>-What I can make to show my learning</li> <li>• <b>Reasoning (R)</b>-What I can do with what I know</li> </ul>		
	<p>Ancient China  (Week 9, 4 Weeks)</p>	<p><b>RS: Reportable Standards</b>  <b>RS: Grade 6</b>  <u>Reading Student</u></p> <p>Reportable Standard 2 -</p>	<p><b>PRIORITY WI: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b>  <u>WI: Grades 6-8</u>  <b>Reading:</b></p>	<p><b>Reading: History/Social Studies</b></p> <p>Key Ideas and Details  1. Read closely to determine what the text says explicitly and to make logical inferences</p>	<p>How did geographical features, historical features and social class contribute to the success or demise of the</p>	<p>climate, loess, North China Plain, oasis, region, tributary, ancestor worship, Anyang, bronze, clan, oracle bone, Shang Dynasty, bureaucracy, Han Dynasty, industry,</p>

		<p>Reads and understands informational/nonfiction texts</p> <p><b>Social Studies Student</b></p> <p>Reportable Standard 1: Students are able to effectively use a variety of geographical representations to analyze a society.</p> <p>Reportable Standard 2: Students are able to identify and analyze why certain ancient historical events, discoveries, and innovations are historically significant.</p>	<p><b>History/Social Studies</b></p> <p><b>Key Ideas and Details</b></p> <p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>PRIORITY WI: Social Studies (2018)</b></p> <p><b>Grades 6-8</b></p> <p><b>Geography Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.</b></p>	<p>from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>Learning Target: I can support claims about the civilization using text evidence in my responses. (K, S, R)</b></p> <p><b>Standard SS.Geog3:</b> Wisconsin students will examine the impacts of global interconnections and relationships. Geog3.a: Distribution of Resources SS.Geog3.a.m</p> <p>Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries,</p>	<p>ancient civilization?</p> <p>How do the contributions and achievements of this ancient civilization impact our world today?</p>	<p>caravan, cultural diffusion, Silk Road, trade route</p>
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			<p><b>Geog3.a: Distribution of Resources SS.Geog3.a.m</b></p> <p>Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p> <p><b>Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships. Geog3.b: Networks SS.Geog3.b.m</b></p> <p>Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p> <p><b>Standard SS.Geog5: Wisconsin students will</b></p>	<p>and regions of the world now and in the past.</p> <p><b>Learning Target: I will be able to describe how the ancient Chinese interacted with the physical features (K)</b></p> <p><b>Standard SS.Geog5:</b> Wisconsin students will evaluate the relationship between humans and the environment. Geog5.a: Human Environment Interaction SS.Geog5.a.m</p> <p>Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p> <p><b>Learning Target: I will be able to describe how the physical features of China affected its settlement (K)</b></p>		
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			<p><b>evaluate the relationship between humans and the environment.</b>  <b>Geog5.a: Human Environment Interaction</b>  <b>SS.Geog5.a.m</b></p> <p>Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p> <p><b>History</b>  <b>Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</b>  <b>Hist3.a: Connections</b>  <b>SS.Hist3.a.m</b></p> <p>Compare events</p>	<div data-bbox="1024 126 1402 532" style="border: 1px solid black; padding: 5px;"> <p><b>Standard SS.Hist2:</b>  Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.  Hist2.b: Patterns change over a period of time  SS.Hist2.b.m</p> </div> <div data-bbox="1024 537 1402 716" style="border: 1px solid black; padding: 5px;"> <p>Explain patterns of change over time in the community, the state, the United States, and the world.</p> </div> <p><b>Learning Target:</b>  <b>I am able to create a PBL research project around the topic of ancient China and its geography, history, and/or daily life. (K, S, P, R) Create, Commit</b></p> <div data-bbox="1024 1300 1402 1485" style="border: 1px solid black; padding: 5px;"> <p><b>Standard SS.Hist3:</b>  Wisconsin students will connect past events, people, and ideas to the present; use different</p> </div>		
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from United States or world history to a current issue or event.

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perspectives to draw conclusions; and suggest current implications.  
Hist3.a: Connections  
SS.Hist3.a.m

Compare events from United States or world history to a current issue or event.

**Learning Target:  
I able to connect how events in ancient civilizations have influenced my current society. (K, S, R)**

**2. Label each learning target using the following categories:**

- **Knowledge (K)**- What I need to know
- **Skill (S)**- What I can demonstrate
- **Product (P)**-What I can make to show my learning
- **Reasoning (R)**-What I can do with what I know

	<p>Ancient Greece (Week 13, 4 Weeks)</p>	<p><b>RS: Reportable Standards</b> <b>RS: Grade 6</b></p> <p><b>Reading Student</b></p> <p>Reportable Standard 2 - Reads and understands informational/nonfiction texts</p> <p><b>Social Studies Student</b></p> <p>Reportable Standard 1: Students are able to effectively use a variety of geographical representations to analyze a society.</p> <p>Reportable Standard 2: Students are able to identify and analyze why certain ancient historical events, discoveries, and innovations are historically significant.</p>	<p><b>PRIORITY WI: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b> <b>WI: Grades 6-8</b></p> <p><b>Reading: History/Social Studies</b></p> <p><b>Key Ideas and Details</b> <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p><b>Reading: History/Social Studies</b></p> <p><b>Key Ideas and Details</b> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>Learning Target:</b> <b>I can support claims about the civilization using text evidence in my responses.</b> <b>(K, S, R)</b></p>	<p>How did geographical features, historical features and social class contribute to the success or demise of the ancient civilization?</p> <p>How do the contributions and achievements of this ancient civilization impact our world today?</p>	<p>Aegean Sea, colony, peninsula, aristocrat, assembly, citizen, democracy, monarchy, oligarchy, tyranny, agora, Athens, Council of 500, Council of Elders, Peloponnesus, Sparta, acropolis, drama, myth, Panathenaic Games, Parthenon, Pericles, Socrates, biology, geometry, latitude, longitude</p>

**Social Studies  
(2018)**

**Grades 6-8**

**Geography**

**Standard  
SS.Geog3:  
Wisconsin  
students will  
examine the  
impacts of  
global  
interconnections  
and  
relationships.  
Geog3.a:  
Distribution of  
Resources  
SS.Geog3.a.m**

Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.

**Standard  
SS.Geog3:  
Wisconsin  
students will  
examine the  
impacts of  
global  
interconnections  
and  
relationships.  
Geog3.b:**

**Standard SS.Geog3:**

Wisconsin students will examine the impacts of global interconnections and relationships.

Geog3.a: Distribution of Resources

SS.Geog3.a.m

Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.

**Learning Target:  
I will be able to describe  
how the ancient Greeks  
interacted with the  
physical features (K)**

**Standard SS.Geog5:**

Wisconsin students will evaluate the relationship between humans and the environment.

Geog5.a: Human Environment Interaction  
SS.Geog5.a.m

Analyze how technology

			<p><b>SS.Geog3.b.m</b></p> <p>Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p> <p><b>Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.</b></p> <p><b>Geog5.a: Human Environment Interaction</b></p> <p><b>SS.Geog5.a.m</b></p> <p>Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p> <p><b>History</b></p> <p><b>Standard SS.Hist2: Wisconsin students will analyze,</b></p>	<p>interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p> <p><b>Learning Target:</b> <b>I will be able to describe how the physical features of Greece affected its settlement (K)</b></p> <p>Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p> <p>Hist2.b: Patterns change over a period of time</p> <p>SS.Hist2.b.m</p> <p>Explain patterns of change over time in the community, the state, the United States, and the world.</p> <p><b>Learning Target:</b> <b>I am able to create a</b></p>		
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evaluate patterns of continuity and change over time and contextualization of historical events.  
**Hist2.b:**  
**Patterns change over a period of time**  
**SS.Hist2.b.m**

Explain patterns of change over time in the community, the state, the United States, and the world.

**Standard SS.Hist3:**  
**Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.**  
**Hist3.a:**  
**Connections**  
**SS.Hist3.a.m**

Compare events from United States or world history to a

**PBL research project around the topic of ancient Greece and its geography, history, and/or daily life. (K, S, P, R) Create, Commit**

**Standard SS.Hist3:**  
Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.  
**Hist3.a: Connections**  
**SS.Hist3.a.m**

Compare events from United States or world history to a current issue or event.

**Learning Target:**  
**I able to connect how events in ancient civilizations have influenced my current society. (K, S, R)**

			<p>event.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge (K)</b>- What I need to know</li> <li>• <b>Skill (S)</b>- What I can demonstrate</li> <li>• <b>Product (P)</b>-What I can make to show my learning</li> <li>• <b>Reasoning (R)</b>-What I can do with what I know</li> </ul>		
Ancient Rome (Week 17, 4 Weeks)	<p><b>RS: Reportable Standards</b> <b>RS: Grade 6</b></p> <hr/> <p><b>Reading Student</b></p> <p>Reportable Standard 2 - Reads and understands informational/nonfiction texts</p> <p><b>Social Studies Student</b></p> <p>Reportable Standard 2: Students are able</p>	<p><b>PRIORITY WI: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <hr/> <p><b>WI: Grades 6-8</b></p> <p><b>Reading: History/Social Studies</b></p> <p><b>Key Ideas and Details</b></p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p><b>RH.6-8.1. Cite specific textual evidence to support analysis of</b></p>	<p><b>Reading: History/Social Studies</b></p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>RH.6-8.1. Cite specific textual evidence to support analysis of</b></p>	<p>How did geographical features, historical features and social class contribute to the success or demise of the ancient civilization?</p> <p>How do the contributions and achievements of this ancient civilization impact our world today?</p>	<p>cuniculus, gladiator, Greco-Roman, Rome, Etruscan, tribune, veto, constitution, consul, patrician, plebeian, republic, Senate, Caesar Augustus, civil war, dictator, Julius Caesar, Pax Romana, Punic Wars, Circus Maximus, Colosseum, Forum, paterfamilias, rule of law, aqueduct, Byzantine Empire, Latin, natural law, patron, Renaissance,</p>	

		<p>to identify and analyze why certain ancient historical events, discoveries, and innovations are historically significant.</p> <p>Reportable Standard 3: Students are able to explain how the United States modeled its government off of other civilizations.</p>	<p><b>inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>PRIORITY WI: Social Studies (2018)</b>  <b>Grades 6-8</b>  <b>Geography</b>  <b>Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.</b>  <b>Geog3.a: Distribution of Resources</b>  <b>SS.Geog3.a.m</b></p> <p>Analyze the relationship between the distribution of resources and patterns of</p>	<p>primary and secondary sources.</p> <p><b>Learning Target: I can support claims about the civilization using text evidence in my responses. (K, S, R)</b></p> <p><b>Standard SS.Geog3:</b> Wisconsin students will examine the impacts of global interconnections and relationships.  Geog3.a: Distribution of Resources  SS.Geog3.a.m</p> <p>Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p> <p><b>Learning Target: I will be able to describe how the ancient</b></p>		<p>Stoicism, triumphal arch</p>
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human settlement within states, countries, and regions of the world now and in the past.

**Standard  
SS.Geog5:  
Wisconsin  
students will  
evaluate the  
relationship  
between  
humans and  
the  
environment.  
Geog5.a:  
Human  
Environment  
Interaction  
SS.Geog5.a.m**

Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.

**History  
Standard  
SS.Hist2:  
Wisconsin  
students will  
analyze,  
recognize, and  
evaluate  
patterns of**

**Romans interacted with the surrounding civilizations and how that affected the expansion of the Roman Empire. (K)**

Standard SS.Hist2:  
Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.  
Hist2.b: Patterns change over a period of time  
SS.Hist2.b.m

Explain patterns of change over time in the community, the state, the United States, and the world.

**Learning Target:  
I am able to create a PBL research project around the topic of ancient Rome and its geography, history, and/or daily life. (K, S, P, R) Create, Commit**

			<p><b>continuity and change over time and contextualization of historical events.</b>  <b>Hist2.b: Patterns change over a period of time</b>  <b>SS.Hist2.b.m</b></p> <p>Explain patterns of change over time in the community, the state, the United States, and the world.</p> <p><b>Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</b>  <b>Hist3.a: Connections</b>  <b>SS.Hist3.a.m</b></p> <p>Compare events from United States or world history to a current issue or event.</p>	<div data-bbox="1024 297 1409 667" style="border: 1px solid black; padding: 5px;"> <p><b>Standard SS.Hist3:</b>  Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.  <b>Hist3.a: Connections</b>  <b>SS.Hist3.a.m</b></p> </div> <div data-bbox="1024 667 1409 1151" style="border: 1px solid black; padding: 5px;"> <p>Compare events from United States or world history to a current issue or event.</p> <p><b>Learning Target:</b>  <b>I able to connect how events in ancient civilizations have influenced my current society. (K, S, R)</b></p> </div> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge (K)</b>- What I need to know</li> <li>• <b>Skill (S)</b>- What I can</li> </ul>		
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			<p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<p>demonstrate</p> <ul style="list-style-type: none"> <li>• <b>Product (P)</b>-What I can make to show my learning</li> <li>• <b>Reasoning (R)</b>-What I can do with what I know</li> </ul>		
Financial Literacy (Week 39, 2 Weeks)	<p><b>RS: Reportable Standards</b> <b>RS: Grade 6</b></p> <hr/> <p><b>Social Studies Student</b></p> <p>Reportable Standard 4: Students are able to explain how their decisions play a role in an economy</p>	<p><b>PRIORITY WI: Social Studies (2018)</b> <b>Grades 6-8</b></p> <hr/> <p><b>Economics Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.</b> <b>Econ1.a: Choices and Decision - Making</b> <b>SS.Econ1.a.m</b></p> <p>Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations.</p>	<p><b>Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.</b> <b>Econ1.a: Choices and Decision - Making</b> <b>SS.Econ1.a.m</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. (K, S, R)</p> <p>Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries. (K, S, R)</p> </div>	<p>What is the importance of borrowing, saving, spending, and creating a budget? (K, S, P, R)</p>	<p>budget, income, expense, loan, savings, interest, vendor, sales, debt, deposit, withdrawal, competition, insurance</p>	

			<p>Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> <p>Copyright © 2015 Wisconsin Department of Education. All rights reserved.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>I can understand how creating a budget can help one to responsibly save, borrow and spend money. (K, S, P, R)</p> </div> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge (K)</b>- What I need to know</li> <li>• <b>Skill (S)</b>- What I can demonstrate</li> <li>• <b>Product (P)</b>-What I can make to show my learning</li> <li>• <b>Reasoning (R)</b>-What I can do with what I know</li> </ul>		
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Grade 7 Social Studies	Geographer's Toolbox (Week 11, 4 Weeks)	<b>RS: Reportable Standards</b> <u>RS: Grades 6-8</u> <b>Social Studies</b> <b>World Geography</b> Reportable	<b>PRIORITY WI: Social Studies (2018)</b> <u>Grades 6-8</u> <b>Geography Standard</b> <b>SS.Geog1:</b>	<b>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</b> <ul style="list-style-type: none"> <li>• Students will identify the 5 Themes of Geography (K)</li> </ul>	What story do maps and globes tell? (Compete)  What makes places	<ul style="list-style-type: none"> <li>• Geography - The study of people, places, and environments</li> <li>• Spatial - where a</li> </ul>

<p>Grade 7 (D) 2020- 2021 9 Curriculu m Develope rs</p>		<p>Standard 1: Apply and document appropriate research methods</p> <p>Reportable Standard 4: Communicate ideas effectively to demonstrate understanding of geographical content</p> <p>Test</p>	<p><b>Wisconsin students will use geographic tools and ways of thinking to analyze the world.</b> <b>Geog1.a: Tools of Geography</b> <b>SS.Geog1.a.m</b></p> <p>Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).</p> <p>Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</p> <p><b>Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.</b> <b>Geog1.c: Mental Mapping/Maps from Memory</b> <b>SS.Geog1.c.m</b></p>	<ul style="list-style-type: none"> <li>Students will use maps and other geographic representations to understand and communicate information <b>(S)</b></li> <li>Students will identify effective maps <b>(R)</b></li> <li>Students will create their own class schedule routes in ACMS. <b>(P)</b></li> </ul> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li><b>Knowledge (K)</b>- What I need to know</li> <li><b>Skill (S)</b>- What I can demonstrate</li> <li><b>Product (P)</b>-What I can make to show my learning</li> <li><b>Reasoning (R)</b>-What I can do with what I know</li> </ul>	<p>unique and different? (Connect, Compete, Care)</p>	<p>place is located and its physical relationship to other places, people, or environment</p> <ul style="list-style-type: none"> <li>Absolute location - an exact place on earth as determined by either an address or latitude/longitude coordinates</li> <li>Relative location - finds the location of a place by using other surrounding places or cardinal directions</li> <li>Latitude - the angular distance of a place north or south of the earth's equator</li> <li>Longitude - the angular distance of a place east or west of the prime meridian</li> </ul>
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			<p>Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
Culture (Week 15, 4 Weeks)	<p><b>RS: Reportable Standards</b> <b>RS: Grades 6-8</b></p> <p><b>Social Studies</b> <b>World Geography</b></p> <p>Reportable Standard 1: Apply and document appropriate research methods</p> <p>Reportable Standard 2: Analyze maps, charts, and other resources to support a claim</p> <p>Reportable Standard 3: Analyze and evaluate information from multiple perspectives</p>	<p><b>PRIORITY WI: English Language Arts 6-12</b> <b>WI: Grade 7</b></p> <p><b>Speaking &amp; Listening</b> <b>Presentation of Knowledge and Ideas</b> <b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the</b></p>	<p><b>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</b></p> <ul style="list-style-type: none"> <li>• Students will analyze the cultures of different places <b>(R)</b></li> <li>• Students will distinguish between places based on culture <b>(S)</b></li> <li>• Students will create a visual and present a product to demonstrate their knowledge on culture <b>(P)</b></li> </ul>	<p>How does geography influence the way people live? (Compete, Connect, Care)</p> <p>What aspect of culture is most influential to the way people live and adapt? (Connect, Care, Compete)</p>	<ul style="list-style-type: none"> <li>• Culture - shared attitudes, knowledge, and behaviors of a group</li> <li>• Customs - patterns of behavior that are common to a culture</li> <li>• Traditions - beliefs or customs taught by one generation to the next</li> </ul>	

		<p>Examine the cultural and environmental relationship and impact of world regions on the U.S.</p> <p>Reportable Standard 4: Communicate ideas effectively to demonstrate understanding of geographical content</p>	<p><b>development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>PRIORITY WI: Social Studies (2018)</b></p> <p><b>Grades 6-8</b></p> <hr/> <p><b>Social Studies Inquiry Practices and Processes</b></p> <p><b>Standard SS.Inq2: Wisconsin students will gather and evaluate sources.</b></p> <p><b>Inq2.a: Gather diverse sources (electronic,</b></p>	<p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge (K)</b>- What I need to know</li> <li>• <b>Skill (S)</b>- What I can demonstrate</li> <li>• <b>Product (P)</b>-What I can make to show my learning</li> <li>• <b>Reasoning (R)</b>-What I can do with what I know</li> </ul>		
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**and other mass media) applicable to the inquiry  
SS.Inq2.a.m**

Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry

**Geography Standard  
SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.  
Geog3.a: Distribution of Resources  
SS.Geog3.a.m**

Analyze the relationship between the distribution of resources and patterns of human settlement within states,

			<p>regions of the world now and in the past.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
Population (Week 19, 3 Weeks)	<p><b>RS: Reportable Standards</b> <b>RS: Grades 6-8</b></p> <p><b>Social Studies</b> <b>World Geography</b></p> <p>Reportable Standard 1: Apply and document appropriate research methods</p> <p>Reportable Standard 3: Examine the cultural and environmental relationship and impact of world regions on the U.S.</p> <p>Reportable Standard 4: Communicate ideas effectively to demonstrate understanding of geographical content</p>	<p><b>PRIORITY WI: Social Studies (2018)</b> <b>Grades 6-8</b></p> <p><b>Social Studies Inquiry Practices and Processes</b> <b>Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.</b> <b>Inq3.b: Cite evidence from multiple sources to support claim SS.Inq3.b.m</b></p> <p>Support claim with evidence from multiple reliable sources representing a range of mediums (electronic,</p>	<p><b>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</b></p> <ul style="list-style-type: none"> <li>Students will understand how population growth is measured, and the challenges it presents <b>(R)</b></li> <li>Students will cite text-evidence to back-up their opinions with fact <b>(S)</b></li> <li>Students will create a work cited correctly for their research <b>(P)</b></li> </ul> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li><b>Knowledge (K)</b>- What I need to know</li> <li><b>Skill (S)</b>- What I can demonstrate</li> <li><b>Product (P)</b>-What I can make to show my</li> </ul>	<p>How does population impact the way in which humans live? (Create, Contribute, Care, Connect, Compete)</p>	<ul style="list-style-type: none"> <li>Population - the number of people who live in a specified area</li> <li>Birth Rate - the number of births per 1,000 people per year</li> <li>Death Rate - the number of deaths per 1,000 people per year</li> <li>Population Density - the average number of people who live in a certain area</li> <li>Urban - relating to, or located in, a city</li> <li>Rural - relating to the country</li> </ul>	

			<p>digital, print, and other mass media).</p> <p><b>Geography Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns. Geog2.a: Population and Place SS.Geog2.a.m</b></p> <p>Analyze why populations increase or decrease in various regions throughout the world.</p> <p>Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).</p> <p><b>Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns. Geog2.c: Impact of Movement SS.Geog2.c.m</b></p>	<p>learning</p> <ul style="list-style-type: none"> <li>• <b>Reasoning (R)</b>-What I can do with what I know</li> </ul>		<p>or farming</p>
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			<p>Use regions in the world to analyze the role of population shifts in why places change over time.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	<p>Economics (Week 27, 3 Weeks)</p>	<p><b>RS: Reportable Standards</b> <b>RS: Grades 6-8</b></p> <p><b>Social Studies</b> <b>World Geography</b></p> <p>Reportable Standard 1: Apply and document appropriate research methods</p> <p>Reportable Standard 2: Analyze maps, charts, and other resources to support a claim</p> <p>Reportable Standard 3: Examine the cultural and environmental relationship and impact of world regions on the U.S.</p> <p>Reportable</p>	<p><b>PRIORITY WI: Social Studies (2018)</b> <b>Grades 6-8</b></p> <p><b>Social Studies Inquiry Practices and Processes</b></p> <p><b>Standard SS.Inq2: Wisconsin students will gather and evaluate sources.</b> <b>Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry</b> <b>SS.Inq2.a.m</b></p> <p>Explore evidence from multiple reliable</p>	<p><b>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</b></p> <ul style="list-style-type: none"> <li>Students will cite text-evidence to support a claim <b>(S)</b></li> <li>Students will create a correct work cited for their research <b>(P)</b></li> <li>Students will examine ways in which economics impacts their lives <b>(R)</b></li> </ul> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li><b>Knowledge (K)</b>- What I need to know</li> <li><b>Skill (S)</b>- What I can demonstrate</li> <li><b>Product (P)</b>-What I can make to show my learning</li> </ul>	<p>How does the economy impact choices in your life? (Contribute, Compete, Care)</p>	<ul style="list-style-type: none"> <li>Economy - a system for producing and exchanging goods and services among a group of people</li> <li>Export - a product or resource sold to another country</li> <li>Import - a product or resource that comes into a country</li> <li>Gross Domestic Product (GDP) - the total value of all the goods and services produced in a country in</li> </ul>

		<p>Communicate ideas effectively to demonstrate understanding of geographical content</p>	<p>sources representing a range of perspectives and media that have been selected through research to guide the inquiry</p> <p><b>Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning. Inq3.b: Cite evidence from multiple sources to support claim SS.Inq3.b.m</b></p> <p>Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p><b>Economics Standard SS.Econ1: Wisconsin students use economic reasoning to understand</b></p>	<ul style="list-style-type: none"> <li>• <b>Reasoning (R)</b>-What I can do with what I know</li> </ul>		<p>a year</p> <ul style="list-style-type: none"> <li>• Natural Resources: materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain</li> <li>• Capital Resources: people-made products utilized in creating goods and services.</li> <li>• Mixed Economy:an economic system combining private and public enterprise.</li> <li>• Traditional Economy:sy stem that relies on customs, history, and time-honored beliefs.</li> <li>• Command Economy:an economy in which</li> </ul>
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			<p><b>issues.</b>  <b>Econ1.b:</b>  <b>Incentives</b>  <b>SS.Econ1.b.m</b></p> <p>Evaluate how incentives impact individual and/or household decisionmaking.</p> <p><b>Standard</b>  <b>SS.Econ3:</b>  <b>Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).</b>  <b>Econ 3.c:</b>  <b>Economic Fluctuations and Business Cycles</b>  <b>SS.Econ3.c.m</b></p> <p>Define Gross Domestic Product (GDP), and compare the GDP of different nations.</p> <p><b>Standard</b>  <b>SS.Econ4:</b>  <b>Wisconsin students will evaluate government decisions and their impact on individuals,</b></p>			<p>investment, prices, and incomes are determined centrally by a government.</p>
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			<p><b>markets, and resources (Role of Government). Econ4.a: Economic Systems and Allocation of Resources SS.Econ4.a.m</b></p> <p>Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
Weather & Climate (Week 30, 3 Weeks)	<p><b>RS: PRIORITY: Reportable Standards</b>  <b>RS: Grades 7-8</b>  <b>Social Studies World Geography</b></p> <p>Reportable Standard 1: Cite</p>	<p><b>PRIORITY WI: Social Studies (2018)</b>  <b>Grades 6-8</b>  <b>Social Studies Inquiry Practices and Processes Standard</b></p>	<p><b>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></b></p> <ul style="list-style-type: none"> <li>• Students will distinguish between weather &amp; climate (<b>R</b>)</li> <li>• Students will complete research and create a</li> </ul>	How does weather & climate impact people and places? (care, connect, compete, contribute)	<ul style="list-style-type: none"> <li>• Weather - a description of the temperature and other conditions at a certain time</li> <li>• Climate - the weather</li> </ul>	

		<p>specific textual evidence to support analysis of primary and secondary sources.</p> <p>Reportable Standard 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>Reportable Standard 3: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print or digital texts.</p> <p>Reportable Standard 4: Distinguish among fact, opinion, and reasoned judgement in a text.</p>	<p><b>SS.Inq2: Wisconsin students will gather and evaluate sources.</b>  <b>Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry</b>  <b>SS.Inq2.a.m</b></p> <p>Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry</p> <p><b>Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.</b>  <b>Inq3.b: Cite evidence from multiple sources to support claim</b>  <b>SS.Inq3.b.m</b></p> <p>Support claim</p>	<p>correct work cited (<b>S</b>)</p> <ul style="list-style-type: none"> <li>Students will create a product of their choice to demonstrate their understanding of natural disasters and their effects on people and places (<b>R</b>) (<b>P</b>)</li> </ul> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li><b>Knowledge (K)</b>- What I need to know</li> <li><b>Skill (S)</b>- What I can demonstrate</li> <li><b>Product (P)</b>-What I can make to show my learning</li> <li><b>Reasoning (R)</b>-What I can do with what I know</li> </ul>		<p>condition over a long period of time</p> <ul style="list-style-type: none"> <li>Natural Disasters-major adverse event resulting from natural processes of the Earth</li> <li>Climate Change-both global warming driven by human emissions of greenhouse gases, and the resulting large-scale shifts in weather patterns</li> </ul>
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with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).

**Behavioral Sciences**

**Standard SS.BH3:**

**Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).  
BH3.a: Social Interactions  
SS.BH3.a.m**

Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.

**Geography**

**Standard SS.Geog5:**

			<p><b>Wisconsin students will evaluate the relationship between humans and the environment.</b>  <b>Geog5.a: Human Environment Interaction</b>  <b>SS.Geog5.a.m</b></p> <p>Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	<p>Government (Week 33, 3 Weeks)</p>	<p><b>RS: PRIORITY: Reportable Standards</b>  <b>RS: Grades 7-8</b>  <b>Social Studies</b>  <b>World Geography</b></p> <p>Reportable Standard 1: Cite specific textual evidence to support analysis of</p>	<p><b>PRIORITY WI: English Language Arts 6-12</b>  <b>WI: Grade 7</b>  <b>Speaking &amp; Listening</b>  <b>Presentation of Knowledge and Ideas</b>  <b>4. Present information, findings, and</b></p>	<p><b>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</b></p> <ul style="list-style-type: none"> <li>Students will apply appropriate documentation strategies to cite information</li> <li>Students will communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>What rights should belong to every human being on earth? (Care, commit, contribute, compete)</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship</li> <li>Human Rights</li> </ul>

		<p>primary and secondary sources.</p> <p>Reportable Standard 4: Distinguish among fact, opinion, and reasoned judgement in a text.</p>	<p><b>supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>PRIORITY WI: Social Studies (2018)</b>  <b>Grades 6-8</b>  <b>Social Studies Inquiry Practices and Processes</b>  <b>Standard SS.Inq2: Wisconsin</b></p>	<p>use of grade appropriate speaking techniques</p> <ul style="list-style-type: none"> <li>• Students will create a visual representation of their learning</li> <li>• Students will analyze various electoral college maps to gain an understanding of the election process in The United States</li> <li>• Students will be able to determine the credibility of various resources to support their research</li> </ul> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge (K)-</b> What I need to know <ul style="list-style-type: none"> <li>○ Students will know a basic understanding of government practices in The United States</li> <li>○ Students will be able to identify and explain issues discussed by various political figures</li> </ul> </li> <li>• <b>Skill (S)-</b> What I can demonstrate <ul style="list-style-type: none"> <li>○ Students will demonstrate ability to conduct</li> </ul> </li> </ul>		
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			<p><b>gather and evaluate sources.</b>  <b>Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry</b>  <b>SS.Inq2.a.m</b></p> <p>Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry</p> <p><b>Standard</b>  <b>SS.Inq3:</b>  <b>Wisconsin students will develop claims using evidence to support reasoning.</b>  <b>Inq3.b: Cite evidence from multiple sources to support claim</b>  <b>SS.Inq3.b.m</b></p> <p>Support claim with evidence from multiple</p>	<ul style="list-style-type: none"> <li>○ research</li> <li>○ Students will demonstrate ability to speak about their topic to others using evidence based in research</li> <li>● <b>Product (P)</b>-What I can make to show my learning <ul style="list-style-type: none"> <li>○ Students will demonstrate understanding by creating a visual presentation that they can speak about in detail</li> </ul> </li> <li>● <b>Reasoning (R)</b>-What I can do with what I know <ul style="list-style-type: none"> <li>○ Students will be able to discuss their individual political beliefs with respect for varying opinions</li> </ul> </li> </ul>		
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representing a range of mediums (electronic, digital, print, and other mass media).

**Political Science**

**Standard**

**SS.PS2:**

**Wisconsin**

**students will examine and interpret rights, privileges, and responsibilities in society.**

**PS2.b:**

**Fundamentals of Citizenship**

**SS.PS2.b.m**

Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).

**Standard**

**SS.PS2:**

**Wisconsin**

**students will examine and interpret rights,**

			<p><b>responsibilities in society.</b>  <b>PS2.c:</b>  <b>Asserting and Reaffirming of Human Rights</b>  <b>SS.PS2.c.m</b></p> <p>Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.</p> <p>Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Passion Project  (Week 36,</p>	<p><b>RS: PRIORITY: Reportable Standards</b></p>	<p><b>PRIORITY WI: English Language Arts 6-12</b></p>	<p><b>1. Identify a comprehensive set of learning targets for each Priority Standard in the</b></p>	<p>How can you change the world?  (contribute, create,</p>	<ul style="list-style-type: none"> <li>• Inquiry - an act of investigating</li> </ul>

3 Weeks)	<p><b>RS: Grades 7-8</b></p> <p><b>Social Studies</b></p> <p><b>World Geography</b></p> <p>Reportable Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Reportable Standard 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>Reportable Standard 3: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print or digital texts.</p> <p>Reportable Standard 4: Distinguish among fact, opinion, and reasoned judgement in a text.</p>	<p><b>WI: Grade 7</b></p> <p><b>Speaking &amp; Listening</b></p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>PRIORITY WI: Social Studies (2018)</b></p>	<p><b>context of the unit.</b></p> <ul style="list-style-type: none"> <li>• Students will research a passion topic with note-taking and correct citations. <b>(S)</b></li> <li>• Students will integrate &amp; synthesize information from several sources to demonstrate their knowledge of the topic. <b>(R)</b></li> <li>• Students will communicate their passion projects to their peers. <b>(P)</b></li> </ul> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge (K)- What I need to know</b></li> <li>• <b>Skill (S)- What I can demonstrate</b></li> <li>• <b>Product (P)-What I can make to show my learning</b></li> <li>• <b>Reasoning (R)-What I can do with what I know</b></li> </ul>	<p>compete, connect, commit, care)</p>	<p>for information</p> <ul style="list-style-type: none"> <li>• Synthesize - combine (a number of things) into a coherent whole</li> <li>• Determine Importance - a strategy that readers use to distinguish between what information in a source is most important versus what information is interesting but not necessary for understanding</li> </ul>
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**Grades 6-8**

**Social Studies  
Inquiry  
Practices and  
Processes**

**Standard**

**SS.Inq2:**

**Wisconsin  
students will  
gather and  
evaluate  
sources.**

**Inq2.a: Gather  
diverse  
sources  
(electronic,  
digital, print,  
and other mass  
media)**

**applicable to  
the inquiry**

**SS.Inq2.a.m**

Explore  
evidence from  
multiple reliable  
sources  
representing a  
range of  
perspectives  
and media that  
have been  
selected through  
research to  
guide the inquiry

**Standard**

**SS.Inq3:**

**Wisconsin  
students will  
develop claims  
using evidence  
to support  
reasoning.**

**Inq3.b: Cite**

**evidence from multiple sources to support claim SS.Inq3.b.m**

Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).

**Geography Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place. Geog4.a: Characteristics of Place SS.Geog4.a.m**

Explain how place-based identities can change places over time.

Investigate how placebased identity results from the characteristics of a place and can sometimes

			<p>result in stereotypes of people from a specific place.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
<p>Pewaukee District School Grade 8 Social Studies Grade 8 (D) 2020-2021 9 Curriculum Developers</p>	<p>Colonization (Week 19, 3 Weeks)</p>	<p><b>RS: PRIORITY: Reportable Standards</b>  <b>RS: Grades 7-8</b>  <b>Social Studies</b>  <b>US History 1600-1865</b></p> <p>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Determine the central idea of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Distinguish among</p>	<p><b>PRIORITY WI: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b>  <b>WI: Grades 6-8</b></p> <p><b>Reading: History/Social Studies</b></p> <p><b>Key Ideas and Details</b></p> <p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the</b></p>	<p><b>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>analyze primary and secondary sources (S)</li> <li>interpret source information to write an analysis of the cause of a historical event (S, P)</li> <li>take notes and properly cite primary and secondary sources (S)</li> <li>understand the impact of colonization on different groups (R)</li> <li>understand the conflicts caused by differences between groups within the colonies(R)</li> </ul>	<ul style="list-style-type: none"> <li>How do circumstances (geographical, historical, environmental) influence the way people live? (Compete)</li> <li>How did the intersection of cultures affect the lives of people during colonial times? (Connect)</li> <li>How do the ideas and actions of individuals and groups affect</li> </ul>	<ul style="list-style-type: none"> <li>Colony - a body of people who settle far from home but maintain ties with their homeland</li> <li>Region - large area with common features that set it apart from other areas of colonial America</li> <li>Settlement - a new community in a new place</li> </ul>

		<p>reasoned judgement in a text.</p>	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>PRIORITY WI: Social Studies (2018)</b>  <b>Grades 6-8</b></p> <hr/> <p><b>Social Studies Inquiry Practices and Processes</b>  <b>Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.</b>  <b>Inq1.a: Develop questions based on a topic</b>  <b>SS.Inq1.a.m</b></p> <p>Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p><b>Standard SS.Inq1: Wisconsin students will</b></p>	<ul style="list-style-type: none"> <li>develop an action plan to address a historical issue (P)</li> </ul> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li><b>Knowledge (K)</b>- What I need to know</li> <li><b>Skill (S)</b>- What I can demonstrate</li> <li><b>Product (P)</b>-What I can make to show my learning</li> <li><b>Reasoning (R)</b>-What I can do with what I know</li> </ul>	<p>others? (Connect and Care)</p>	
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**meaningful questions that initiate an inquiry.**  
**Inq1.b: Plan inquiry**  
**SS.Inq1.b.m**

Identify additional questions that support the research and possible resources to guide the inquiry.

**Standard**  
**SS.Inq2:**  
**Wisconsin students will gather and evaluate sources.**  
**Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry**  
**SS.Inq2.a.m**

Explore evidence from multiple reliable sources representing a range of perspectives and media that have been

research to  
guide the inquiry

**Standard  
SS.Inq2:  
Wisconsin  
students will  
gather and  
evaluate  
sources.  
Inq2.b:  
Evaluate  
sources  
SS.Inq2.b.m**

Determine  
credibility and  
applicability of a  
source by  
considering a  
variety of factors  
through the lens  
of a social  
studies strand.

**Standard  
SS.Inq3:  
Wisconsin  
students will  
develop claims  
using evidence  
to support  
reasoning.  
Inq3.a: Develop  
claims to  
answer inquiry  
question  
SS.Inq3.a.m**

Develop a  
debatable and  
defensible claim  
based upon the  
analysis of  
sources.

**Standard  
SS.Inq3:  
Wisconsin  
students will  
develop claims  
using evidence  
to support  
reasoning.  
Inq3.b: Cite  
evidence from  
multiple  
sources to  
support claim  
SS.Inq3.b.m**

Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).

**History**

**Standard  
SS.Hist1:  
Wisconsin  
students will  
use historical  
evidence for  
determining  
cause and  
effect.  
Hist1.a: Cause  
SS.Hist1.a.m**

Use multiple perspectives to analyze and explain issues or

and across time periods, events, or cultures.

**Standard  
SS.Hist1:  
Wisconsin  
students will  
use historical  
evidence for  
determining  
cause and  
effect.**

**Hist1.b: Effect  
SS.Hist1.b.m**

Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

**PRIORITY C3: C3  
Framework for  
Social Studies  
C3: By the End  
of Grade 8**

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**Dimension 3 -  
Evaluating  
Sources &  
Using Evidence  
Gathering and  
Evaluating  
Sources**

D3.1.6-8. Gather relevant information from multiple sources while using the

			<p>structure, context, and corroborative value of the sources to guide the selection.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Road to the Revolution (Week 22, 3 Weeks)</p>	<p><b>RS: Reportable Standards</b>  <b>RS: Grades 6-8</b>  <b>Social Studies</b>  <b>US History 1600-1865</b></p> <p>Reportable Standard 1: Apply and document appropriate research methods</p> <p>Reportable Standard 3: Examine the cause and impact of historical events on U.S. history</p> <p>Reportable Standard 4: Communicate ideas effectively to demonstrate understanding of historical content</p> <p>Test</p>	<p><b>PRIORITY WI: English Language Arts 6-12</b>  <b>WI: Grade 8</b>  <b>Speaking &amp; Listening</b>  <b>Presentation of Knowledge and Ideas</b>  <b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.8.4. Present claims and</p>	<p><b>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</b></p> <ul style="list-style-type: none"> <li>• Students will be able to analyze primary and secondary sources (<b>S</b>)</li> <li>• Students will be able to take effective notes during research (<b>P</b>)</li> <li>• Students will be able to understand the events leading up to the Revolutionary War (<b>K</b>)</li> <li>• Students will be able to evaluate the validity of a website (<b>R</b>)</li> <li>• Students will create and share presentations to demonstrate an understanding of life in the United States in the 1700's. (<b>P</b>)</li> </ul> <p><b>2. Label each learning target</b></p>	<ul style="list-style-type: none"> <li>• <b>How did England's changing policy towards its colonies lead to rising calls for independence? (Compete and Create)</b></li> <li>• <b>What did slavery look like in the early years of the United States? (Connect and Care)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Boycott - to refuse to buy items in order to show disapproval or force acceptance of one's terms</li> <li>• Rebellion - open defiance of authority</li> <li>• Loyalist - American colonist who remained loyal to Britain and opposed the war for independence</li> <li>• Patriot - American colonist who favored</li> </ul>

			<p>findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>PRIORITY WI: Social Studies (2018)</b></p>	<p><b>using the following categories:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge (K)</b>- What I need to know</li> <li>• <b>Skill (S)</b>- What I can demonstrate</li> <li>• <b>Product (P)</b>-What I can make to show my learning</li> <li>• <b>Reasoning (R)</b>-What I can do with what I know</li> </ul>		<p>American Independence</p> <ul style="list-style-type: none"> <li>• manumission - release from slavery</li> </ul>
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**Grades 6-8**

**History**

**Standard  
SS.Hist1:  
Wisconsin  
students will  
use historical  
evidence for  
determining  
cause and  
effect.**

**Hist1.a: Cause  
SS.Hist1.a.m**

Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.

**Standard  
SS.Hist1:  
Wisconsin  
students will  
use historical  
evidence for  
determining  
cause and  
effect.**

**Hist1.b: Effect  
SS.Hist1.b.m**

Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

**Standard**

**SS.Hist2:**  
**Wisconsin**  
**students will**  
**analyze,**  
**recognize, and**  
**evaluate**  
**patterns of**  
**continuity and**  
**change over**  
**time and**  
**contextualizati**  
**on of historical**  
**events.**

**Hist2.c:**  
**Contextualizati**  
**on**  
**SS.Hist2.c.m**

Analyze how the historical context influenced the process or nature of the continuity or change that took place.

**Standard**  
**SS.Hist3:**  
**Wisconsin**  
**students will**  
**connect past**  
**events, people,**  
**and ideas to**  
**the present;**  
**use different**  
**perspectives to**  
**draw**  
**conclusions;**  
**and suggest**  
**current**  
**implications.**  
**Hist3.a:**  
**Connections**  
**SS.Hist3.a.m**

			<p>Compare events from United States or world history to a current issue or event.</p> <p><b>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.b: Intended Audience SS.Hist4.b.m</b></p> <p>Explain the significance of the intended audience of a primary or secondary source.</p> <p><b>Standard SS.Hist4: Wisconsin students will evaluate a variety of</b></p>			
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			<p><b>primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.c: Purpose SS.Hist4.c.m</b></p> <p>Explain the significance of the intended purpose of a specific primary or secondary source.</p> <p><b>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.d: Point</b></p>			
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**of View (POV)  
SS.Hist4.d.m**

Explain how the POV of the author can influence the meaning of a primary or secondary source.

**PRIORITY C3: C3  
Framework for  
Social Studies  
C3: By the End  
of Grade 8**

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**Dimension 2 -  
History**

**Change,  
Continuity, and  
Context**

D2.His.1.6-8.  
Analyze  
connections  
among events  
and  
developments in  
broader  
historical  
contexts.

**Dimension 3 -  
Evaluating  
Sources &  
Using Evidence  
Gathering and  
Evaluating  
Sources**

D3.1.6-8. Gather  
relevant  
information from  
multiple sources  
while using the

			<p>origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
<p>Revolutionary War (Week 25, 3 Weeks)</p>	<p><b>RS: Reportable Standards</b>  <b>RS: Grades 6-8</b>  <b>Social Studies</b>  <b>US History 1600-1865</b></p> <p>Reportable Standard 1: Apply and document appropriate research methods</p> <p>Reportable Standard 2: Analyze historical sources to support a claim</p> <p>Reportable Standard 3: Examine the cause and impact of historical events on U.S. history</p> <p>Reportable Standard 4:</p>	<p><b>PRIORITY WI: English Language Arts 6-12</b>  <b>WI: Grade 8</b>  <b>Speaking &amp; Listening</b>  <b>Presentation of Knowledge and Ideas</b>  <b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p>	<p><b>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</b></p> <ul style="list-style-type: none"> <li>• Students will be able to analyze primary and secondary sources (<b>S</b>)</li> <li>• Students will be able to take notes and properly cite primary and secondary sources (<b>S</b>)</li> <li>• Students will be able to understand causes and impacts of the Revolutionary War (<b>R</b>)</li> <li>• Students will be able to identify philosophies of opposing sides in the American Revolution (<b>K</b>)</li> <li>• Students will be able to compare and contrast the strengths and weaknesses of the British and the Patriot sides. (<b>R</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• How did the ideals of equality and personal liberty (rise of individual rights, economic freedom, and religious diversity) lead to the American Revolution and birth of a new nation? (Connect, Compete)</li> <li>• How do the actions of individuals impact major</li> </ul>	<ul style="list-style-type: none"> <li>• Minutemen - during the Revolutionary era, civilian sworn to be ready to fight with only one minute's notice</li> <li>• Militia - a body of citizens enrolled for military service, and called out periodically for drill but serving full time only in emergencies</li> <li>• Boycott - to abstain from buying or using</li> <li>• Patriots - people who</li> </ul>	

		<p>Communicate ideas effectively to demonstrate understanding of historical content</p>	<p>claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>PRIORITY WI:</b></p>	<p>create a product that demonstrates their understanding of a significant event and/or person during the Revolutionary War era. (P)</p> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge (K)</b>- What I need to know</li> <li>• <b>Skill (S)</b>- What I can demonstrate</li> <li>• <b>Product (P)</b>-What I can make to show my learning</li> <li>• <b>Reasoning (R)</b>-What I can do with what I know</li> </ul>	<p>events? (Connect, Compete)</p>	<p>wanted the American colonies to gain their independence from Britain</p> <ul style="list-style-type: none"> <li>• Loyalists - people who wanted to stay part of Britain and remain British citizens</li> </ul>
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**(2018)**  
**Grades 6-8**

**History**

**Standard  
SS.Hist1:  
Wisconsin  
students will  
use historical  
evidence for  
determining  
cause and  
effect.**

**Hist1.a: Cause  
SS.Hist1.a.m**

Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.

**Standard  
SS.Hist2:  
Wisconsin  
students will  
analyze,  
recognize, and  
evaluate  
patterns of  
continuity and  
change over  
time and  
contextualizati  
on of historical  
events.**

**Hist2.b:  
Patterns  
change over a  
period of time  
SS.Hist2.b.m**

of change over time in the community, the state, the United States, and the world.

**Standard  
SS.Hist2:  
Wisconsin  
students will  
analyze,  
recognize, and  
evaluate  
patterns of  
continuity and  
change over  
time and  
contextualizati  
on of historical  
events.  
Hist2.c:  
Contextualizati  
on  
SS.Hist2.c.m**

Analyze how the historical context influenced the process or nature of the continuity or change that took place.

**Political Science  
Standard  
SS.PS1:  
Wisconsin  
students will  
identify and  
analyze  
democratic  
principles and**

			<p><b>PS1.b: Origins &amp; Foundation of the Government of the United States</b>  <b>SS.PS1.b.m</b></p> <p>Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.</p> <p>Investigate how principles expressed in the Declaration of Independence</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
Government (Week 28, 2 Weeks)	<p><b>RS: PRIORITY: Reportable Standards</b>  <u>RS: Grades 7-8</u>  <b>Social Studies</b>  <b>US History 1600-1865</b>  Cite specific</p>	<p><b>PRIORITY WI: English Language Arts 6-12</b>  <u>WI: Grade 8</u>  <b>Speaking &amp; Listening</b>  <b>Presentation of Knowledge and</b></p>	<p><b>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to analyze primary and secondary sources. <b>(S)</b></li> <li>• Students will be able to</li> </ul>	<ul style="list-style-type: none"> <li>• What challenges did the nation face as it established a new government , and how</li> </ul>	<ul style="list-style-type: none"> <li>• Bill of Rights - first 10 amendments to the constitution</li> <li>• Amend - to change or revise</li> <li>• Executive</li> </ul>	

		<p>textual evidence to support analysis of primary and secondary sources.</p> <p>Determine the central idea of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Distinguish among fact, opinion, and reasoned judgement in a text.</p>	<p><b>Ideas</b></p> <p><b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>5. Make strategic use of digital media and visual displays of data to express information</b></p>	<p>take notes and properly cite primary and secondary sources. <b>(S)</b></p> <ul style="list-style-type: none"> <li>Students will understand how the beliefs and ideas of the nation's leaders influence the development of government. <b>(R)</b></li> <li>Students will know what caused political parties to form in the United States. <b>(K)</b></li> <li>Students will understand how current political parties influence government today. <b>(R)</b></li> <li>Students will develop a plan for a political party that supports their civic philosophies. <b>(P)</b></li> </ul> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li><b>Knowledge (K)</b>- What I need to know</li> <li><b>Skill (S)</b>- What I can demonstrate</li> <li><b>Product (P)</b>-What I can make to show my learning</li> <li><b>Reasoning (R)</b>-What I can do with what I know</li> </ul>	<p>did were these challenges addressed? (Compete, Commit)</p> <ul style="list-style-type: none"> <li>How effective and/or efficient is the system of checks and balances in the United States government ? (Compete)</li> <li>Why did political parties emerge in the United States, what is their value, and how do they impact our nation? (Create)</li> </ul>	<p>Branch - branch of government that carries out the law; headed by the president</p> <ul style="list-style-type: none"> <li>Legislative Branch - lawmaking branch of government</li> <li>Judicial Branch - branch of government that includes the courts that settle disputes and questions of the law</li> <li>Electoral College - special group of electors chosen to vote for president and vice-president</li> <li>Checks and Balances - a system by which each branch of government limits power of other branches</li> <li>Amendment - a change, correction, or</li> </ul>
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			<p><b>and enhance understanding of presentations.</b></p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>PRIORITY WI: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <p><b><u>WI: Grades 6-8</u></b></p> <p><b>Reading: History/Social Studies</b></p> <p><b>Key Ideas and Details</b></p> <p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p>			improvement added to a document
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RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

**PRIORITY WI:  
Social Studies  
(2018)**

**Grades 6-8**

**History**

**Standard**

**SS.Hist3:**

**Wisconsin**

**students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.**

**Hist3.a:**

**Connections**

**SS.Hist3.a.m**

Compare events from United States or world history to a current issue or event.

**Standard**

**SS.Hist3:**

**Wisconsin**

**students will connect past**

events, people,  
and ideas to  
the present;  
use different  
perspectives to  
draw  
conclusions;  
and suggest  
current  
implications.

**Hist3.b:**  
**Perspective**  
**SS.Hist3.b.m**

Apply historical  
perspectives to  
describe  
differing  
viewpoints of  
current events.

**Political Science**

**Standard**  
**SS.PS1:**  
**Wisconsin**  
**students will**  
**identify and**  
**analyze**  
**democratic**  
**principles and**  
**ideals.**  
**PS1.b: Origins**  
**& Foundation**  
**of the**  
**Government of**  
**the United**  
**States**  
**SS.PS1.b.m**

Investigate how  
principles  
expressed in the  
Declaration of  
Independence

**Standard**

			<p><b>SS.PS2:</b> <b>Wisconsin</b> <b>students will</b> <b>examine and</b> <b>interpret rights,</b> <b>privileges, and</b> <b>responsibilities</b> <b>in society.</b> <b>PS2.a: Civil</b> <b>Rights and</b> <b>Civil Liberties</b> <b>SS.PS2.a.m</b></p> <p>Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights.</p> <p><b>Standard</b> <b>SS.PS3:</b> <b>Wisconsin</b> <b>students will</b> <b>analyze and</b> <b>evaluate the</b> <b>powers and</b> <b>processes of</b> <b>political and</b> <b>civic</b> <b>institutions.</b> <b>PS3.b: Linkage</b> <b>Institutions</b> <b>SS.PS3.b.m</b></p> <p>Analyze how elections and political parties in the United States connect the people to government.</p> <p><b>Standard</b> <b>SS.PS3:</b></p>		
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			<p><b>Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions. PS3.c: Power in Government SS.PS3.c.m</b></p> <p>Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
Westward Expansion (Week 30, 4 Weeks)	<p><b>RS: PRIORITY: Reportable Standards</b>  <u>RS: Grades 7-8</u>  <b>Social Studies</b>  <b>US History 1600-1865</b></p> <p>Cite specific textual evidence to support analysis of primary and</p>	<p><b>PRIORITY WI: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b>  <u>WI: Grades 6-8</u>  <b>Reading: History/Social Studies</b>  <b>Key Ideas and Details</b></p>	<p><b>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</b></p> <ul style="list-style-type: none"> <li>• Students will be able to analyze primary and secondary sources. <b>(S)</b></li> <li>• Students will be able to take effective notes during research. <b>(P)</b></li> <li>• Students will understand</li> </ul>	<ul style="list-style-type: none"> <li>• How did society change in the first half of the 19th century, and what were the driving forces behind those changes?</li> </ul>	<ul style="list-style-type: none"> <li>• Forty-niner - fortune-seeker who came to California during the Gold Rush</li> <li>• Boomtown - a fast-growing community</li> <li>• Manifest Destiny</li> </ul>	

		<p>secondary sources.</p> <p>Determine the central idea of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>PRIORITY WI: Social Studies (2018)</b>  <b>Grades 6-8</b>  <b>Behavioral Sciences</b>  <b>Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).</b>  <b>BH1.b: Personal</b></p>	<p>Destiny. <b>(K)</b></p> <ul style="list-style-type: none"> <li>• Students will understand the conflicts that arose with the westward expansion of the United States and evaluate how those conflicts were handled. <b>(R)</b></li> <li>• Students will develop a first-person account that expresses the experience of an individual's circumstances during the Westward Expansion era. <b>(P)</b></li> </ul> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge (K)</b>- What I need to know</li> <li>• <b>Skill (S)</b>- What I can demonstrate</li> <li>• <b>Product (P)</b>-What I can make to show my learning</li> <li>• <b>Reasoning (R)</b>-What I can do with what I know</li> </ul>	<p>(Compete)</p> <ul style="list-style-type: none"> <li>• What were effects of the western expansion movement on various cultural groups?(Connect, Create)</li> <li>• How should clashes between national economic opportunity and the rights of cultural groups be handled? (Care)</li> </ul>	<p>slogan (a form of propaganda) used by leaders and politicians in the 1840's to argue for the continental expansion by the United States</p>
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**empathy**  
**SS.BH1.b.m**

Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.

**Standard**  
**SS.BH2:**  
**Wisconsin**  
**students will**  
**investigate and**  
**interpret**  
**interactions**  
**between**  
**individuals and**  
**groups**  
**(Sociology).**  
**BH2.a:**  
**Relationship of**  
**people and**  
**groups**  
**SS.BH2.a.m**

Summarize the role culture plays in personal and group behavior.

**Geography**  
**Standard**  
**SS.Geog2:**  
**Wisconsin**  
**students will**  
**analyze human**  
**movement and**  
**population**

**Geog2.b:  
Reasons  
People Move  
SS.Geog2.b.m**

Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.

**Political Science**

**Standard  
SS.PS2:  
Wisconsin  
students will  
examine and  
interpret rights,  
privileges, and  
responsibilities  
in society.**

**PS2.c:  
Asserting and  
Reaffirming of  
Human Rights  
SS.PS2.c.m**

Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.

**PRIORITY C3: C3**

			<p><b>Social Studies</b>  <b>C3: By the End of Grade 8</b></p> <hr/> <p><b>Dimension 3 - Evaluating Sources &amp; Using Evidence</b>  <b>Gathering and Evaluating Sources</b></p> <p>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Civil War (Week 34, 5 Weeks)	<p><b>RS: PRIORITY: Reportable Standards</b>  <b>RS: Grades 7-8</b></p> <hr/> <p><b>Social Studies</b>  <b>US History 1600-1865</b></p> <p>Cite specific textual evidence to support analysis of</p>	<p><b>PRIORITY WI: English Language Arts 6-12</b>  <b>WI: Grade 8</b></p> <hr/> <p><b>Speaking &amp; Listening</b>  <b>Presentation of Knowledge and Ideas</b>  <b>4. Present</b></p>	<p><b>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</b></p> <ul style="list-style-type: none"> <li>• Students will... <ul style="list-style-type: none"> <li>○ Be able to analyze primary and secondary sources (S)B</li> <li>○ Be able to take</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• How were the lives of individuals and different cultural groups affected by the policies/events of the</li> </ul>	<ul style="list-style-type: none"> <li>• Abolitionist - person who sought the end of slavery in the United States in the early 1800's</li> <li>• Suffrage - the right to vote</li> </ul>

		<p>primary and secondary sources.</p> <p>Determine the central idea of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Distinguish among fact, opinion, and reasoned judgement in a text.</p>	<p><b>information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>PRIORITY WI: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b>  <b>WI: Grades 6-8</b></p> <hr/> <p><b>Reading: History/Social</b></p>	<p>notes and properly cite primary and secondary sources (S)</p> <ul style="list-style-type: none"> <li>○ Evaluate the contributions of abolitionists (R)</li> <li>○ Determine the causes that led to the division of the nation in the Civil War era (<b>K</b>)</li> <li>○ Compare and contrast the strengths and weaknesses of the North and South (<b>R</b>)</li> <li>○ Analyze why certain events were a turning point in the war (<b>R</b>)</li> <li>○ Evaluate the effect of the Emancipation Proclamation (<b>R</b>)</li> <li>○ Develop a driving question about the Civil War Era and conduct/record research to answer it (<b>S</b>)</li> <li>○ Create a museum exhibit that teaches others about their Civil War era research findings (<b>P</b>)</li> </ul>	<p>Civil War era? (Care)</p> <ul style="list-style-type: none"> <li>● How was the North able to defeat the South in an effort to preserve the Union? (Compete)</li> <li>● How did people/events/ideas impact the Civil War and connect to future issues in U.S. History? (Connect)</li> </ul>	<ul style="list-style-type: none"> <li>● Fugitive - person who is running away from legal authority</li> <li>● Secede - to officially leave an organization</li> </ul>
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			<p><b>Studies</b>  <b>Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>PRIORITY C3: C3 Framework for Social Studies</b>  <b>C3: By the End of Grade 8</b></p> <hr/> <p><b>Dimension 2 - History</b>  <b>Change, Continuity, and Context</b></p> <p>D2.His.1.6-8. Analyze connections among events and developments in</p>	<p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge (K)</b>- What I need to know</li> <li>• <b>Skill (S)</b>- What I can demonstrate</li> <li>• <b>Product (P)</b>-What I can make to show my learning</li> <li>• <b>Reasoning (R)</b>-What I can do with what I know</li> </ul>		
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			<p>broader historical contexts.</p> <p><b>Dimension 3 - Evaluating Sources &amp; Using Evidence</b></p> <p><b>Gathering and Evaluating Sources</b></p> <p>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>SS Passion Project (Week 39, 2 Weeks)</p>	<p><b>RS: PRIORITY: Reportable Standards</b></p> <p><b>RS: Grades 7-8</b></p> <p><b>Social Studies US History 1600-1865</b></p> <p>Cite specific textual evidence to</p>	<p><b>PRIORITY WI: Social Studies (2018) Grades 6-8</b></p> <p><b>Social Studies Inquiry Practices and Processes</b></p> <p><b>Standard SS.Inq1:</b></p>	<p><b>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</b></p> <ul style="list-style-type: none"> <li>Students will research a passion topic with note-taking and correct citations. <b>(S)</b></li> <li>Students will integrate &amp; synthesize information</li> </ul>	<ul style="list-style-type: none"> <li>What experience do you want to investigate to analyze more critically?</li> <li>What impact did/does</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry - an act of investigating for information</li> <li>Synthesize - combine (a number of things) into a coherent whole</li> </ul>

		<p>primary and secondary sources.</p> <p>Determine the central idea of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Distinguish among fact, opinion, and reasoned judgement in a text.</p>	<p><b>Wisconsin students will construct meaningful questions that initiate an inquiry.</b>  <b>Inq1.a: Develop questions based on a topic</b>  <b>SS.Inq1.a.m</b></p> <p>Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p><b>Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.</b>  <b>Inq1.b: Plan inquiry</b>  <b>SS.Inq1.b.m</b></p> <p>Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p><b>Standard</b></p>	<p>from several sources to demonstrate their knowledge of the topic. <b>(R)</b></p> <ul style="list-style-type: none"> <li>Students will communicate their passion projects to their peers. <b>(P)</b></li> </ul> <p><b>2. Label each learning target using the following categories:</b></p> <ul style="list-style-type: none"> <li><b>Knowledge (K)</b>- What I need to know</li> <li><b>Skill (S)</b>- What I can demonstrate</li> <li><b>Product (P)</b>-What I can make to show my learning</li> <li><b>Reasoning (R)</b>-What I can do with what I know</li> </ul>	<p>this experience have on people and events of the past and present?</p>	<ul style="list-style-type: none"> <li>Determine Importance - a strategy that readers use to distinguish between what information in a source is most important versus what information is interesting but not necessary for understanding</li> </ul>
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**Wisconsin students will gather and evaluate sources.**  
**Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry**  
**SS.Inq2.a.m**

Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry

**Standard**  
**SS.Inq2:**  
**Wisconsin students will gather and evaluate sources.**  
**Inq2.b: Evaluate sources**  
**SS.Inq2.b.m**

Determine credibility and applicability of a source by

variety of factors through the lens of a social studies strand.

**Standard  
SS.Inq4:  
Wisconsin  
students will  
communicate  
and critique  
conclusions.  
Inq4.a:  
Communicate  
conclusions  
SS.Inq4.a.m**

Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).

**Standard  
SS.Inq5:  
Wisconsin  
students will be  
civically  
engaged.  
Inq5.a: Civic  
engagement  
SS.Inq5.a.m**

Explore opportunities for personal or collaborative civic engagement with community, school, state,

and/or global implications.

**PRIORITY C3: C3 Framework for Social Studies**

**C3: By the End of Grade 8**

**Dimension 2 - History**

**Change, Continuity, and Context**

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

**Dimension 3 - Evaluating Sources & Using Evidence**

**Gathering and Evaluating Sources**

D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

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