

At-A-Glance: 8th Grade America on the Global Stage Scope and Sequence

	Essential Historical Question	Content Learning Intentions	Disciplinary Skill Standard Focus
1st Semester			
Unit 1: Checkmates: America as an Imperial Power and WWI	How did the United States' foreign policy in the early 20 th century reflect its emerging status as a global power, and what were the key factors influencing its diplomatic and military decisions?	Analyze the economic, political, and ideological motivations and consequences of American imperialism. Examine the factors that led to the United States' entry into WWI. Evaluate the impact of U.S. involvement in WWI on both the home front and abroad.	Gather and evaluate sources from various media. (SS.6-8.4-5)
Unit 2: The Roaring Twenties	How did the cultural, economic, and political changes of the 1920s reflect the tensions and transformations within American society?	Evaluate the economic boom of the 1920s and the cultural movements that emerged. Examine the social tensions of the era (e.g. race relations, immigration, and gender role).	Develop a substantive claim supported by strong evidence and reasoning. (SS.6-8.6)
Unit 3: The Great Depression & the New Deal (1930s)	How did the Great Depression and the New Deal reshape the American economy, society, and government?	Analyze the causes and impacts of the Great Depression. Evaluate the lasting effect of New Deal programs and policies on American life.	Examine different arguments to identify strengths and weaknesses. (SS.6-8.7)
Unit 4: Awakening the Sleeping Giant: American Power During WWII	How did WWII transform the United States' role on the global stage and influence American national identity?	Explain the reasons for U.S. involvement in WWII and the diplomatic outcomes. Evaluate the economic, industrial, and technological transformations on American society. Examine the social impacts of WWII on diverse groups in America.	Participate in rigorous academic discussion using effective claims and evidence. (SS.6-8.9)
2nd Semester			
Unit 5: Financial Literacy	How can learning about saving, spending, and managing money help us make smart financial choices in our daily lives?	Explain basic financial concepts such as income, expenses, savings, needs vs. wants, and budgeting. Create a simple budget and set goals for saving and spending.	Construct compelling and supporting questions. (SS.6-8.1-2)
Units 6-8: Global Studies CHOICE units. See specific units. <ul style="list-style-type: none"> a. Globalization b. Conflict to Resolution c. Population Growth d. Standard of Living e. Food Supply f. Health g. Energy Resources h. Civil Rights to Human Rights 			
Culminating Research Project: UN Sustainable Development Goals	How can the implementation of the UN Sustainable Development Goals address global challenges?	Identify and explore global issues and challenges. Evaluate the effectiveness of current efforts to address global challenges.	SS.6-8.1-7 *Support taking informed action.

Nevada Academic Content Standards for Social Studies

(Revised September 2018)

Early U.S. History & Civic Ideals

This content area focuses on the history of the United States from the framing of the Constitution through the early 20th Century. American founding documents, including the Constitution, Declaration of Independence and Bill of Rights are reviewed to provide a foundation for understanding the multicultural history, economics, civics, and geography of the time period. Students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. In addition, students will build understanding of the major events, individuals, and ideas that have shaped U.S. history.

School districts may offer this content area across two or three semesters (to align with the one or two semester World Geography and Global Studies content area). The following scope is suggested as Districts implement the 6-8 content areas:

- If a District provides instruction in two semesters for this content area, instruction includes multiple historical eras from the American Revolution through the Industrial Revolution.
- **If a District provides instruction in three semesters for this content area, instruction includes multiple historical eras from the American Revolution through WWII.**

For both content area options, students will investigate changing perspectives in America's past and make meaningful connections between historical events and eras. Teachers are encouraged to facilitate instruction from a chronological as well as thematic approach, avoiding the tendency to teach the content as a checklist of facts to be covered. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions, and engaging writing instruction.

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

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

Content Theme	Grades 6-8: World Geography & Global Studies
Civic and political institutions (C)	SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.
Civic dispositions and democratic principles (C)	SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.
Processes, rules, and laws (C)	SS.6-8.WGGS.26. Examine the origins, purposes, and impacts of laws, treaties, and international agreements.
Geographic representations (G)	SS.6-8.WGGS.27. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics of various places around the world.
Human environment interaction (G)	SS.6-8.WGGS.28. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affect the lives of the people who live there.
Human population, movement, and patterns (G)	SS.6-8.WGGS.29. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. SS.6-8.WGGS.30. Explain how global changes in population distribution patterns affect changes in land use in particular areas.

Global interconnections (G)	SS.6-8.WGGS.31. Explain how the relationship between the environmental characteristics of place and the production of goods influence the spatial patterns of world trade.
Exchange and markets (E)	SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations.
National economy (E)	SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary system, and other factors.
Global economy (E)	SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.

Content Themes Grades 6-8: Financial Literacy	
Financial decision-making (FL)	SS.6-8.FL.1. Prioritize and evaluate personal finance goals based on needs and wants. SS.6-8.FL.2. Investigate consequences of potential financial decisions to make reasoned financial choices. SS.6-8.FL.3. Describe the services offered by various financial institutions, and government agencies, including but not limited to: Matching Grant Money for College, Prepaid College Tuition, and 529 College Savings Plan.
Savings and spending (FL)	SS.6-8.FL.4. Discuss the components of a personal budget - including income, planned spending, expenses, and saving.
Credit and debt (FL)	SS.6-8.FL.5. Explain how debit cards differ from credit cards. SS.6-8.FL.6. Explain an individual's rights and responsibilities as a consumer. SS.6-8.FL.7. Discuss the cost of borrowing money for different types of goods and services, including but not limited to: consumables, vehicles, higher education, and housing.
Insurance, investing, and risk (FL)	SS.6-8.FL.8. Investigate ways to prevent and limit the consequences of identity theft and fraud. SS.6-8.FL.9. Explain how some investments differ from traditional savings accounts in potential risks and returns.
College and career preparedness (FL)	SS.6-8.FL.10. Identify college and career options and their effect on income and unemployment. SS.6-8.FL.11. Identify important academic requirements for financing postsecondary programs, including but not limited to: Governor Guinn Millennium Scholarship Program, Nevada Prepaid Tuition, and 529 College Savings Programs.

Unit 1: America as an Imperial Power & WWI

Time Frame: 3-4 Weeks

Essential Historical Question(s):

How did the United States' foreign policy in the early 20th century reflect its emerging status as a global power, and what were the key factors influencing its diplomatic and military decisions?

Adopted Instructional Materials:

*No currently adopted instructional materials for this unit. See WCSD MS SS Team for resource suggestions.

Supplemental Materials: DBQ Project – Should the United States have annexed the Philippines?

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.WGGS.19. Analyze the use of conflict and/or diplomacy in global interactions.

(C) SS.6-8.WGGS.26. Examine the origins, purposes, and impact of laws, treaties, and international agreements.

Supporting Standards

(H) SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society.

(MC) SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.

(G) SS.6-8.WGGS.30. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Disciplinary Skill Standard Learning Focus:

Gather and evaluate sources from various media. (SS.6-8.4-5)

Content Learning Intentions:

- Analyze the economic, political, and ideological motivations and consequences of American imperialism.
- Examine the factors that led to the United States' entry into WWI.
- Evaluate the impact of U.S. involvement in WWI on both the home front and abroad.

Required Content:

- Imperialism
- Colonization
- Annexation of Hawaii
- Spanish-American War
- Panama Canal
- Causes of WWI (Militarism, Alliances, Imperialism, Nationalism)
- Isolationism
- U.S. Involvement in WWI
- WWI U.S. Homefront

Supporting Content:

- Expansionism
- Open Door Policy
- Roosevelt Corollary
- Philippine-American War
- Yellow Journalism
- WWI Propaganda
- League of Nations
- Treaty of Versailles

Connections to Current Issues:

- Russian invasion of Ukraine
- China's expansion in South China Sea

Connections to the Past:

- Spanish conquistadores
- White Man's Burden

- Manifest Destiny

Required Primary and Secondary Sources:

- a. *School Begins*, Puck Magazine 1899 (political cartoon [School begins / Dalrymple. - digital file from original print | Library of Congress \(loc.gov\)](#))
- b. WWI Propaganda Posters (Images may vary but should be task and grade-level appropriate and properly sourced – suggested collection at the Library of Congress found [HERE](#))

Unit Task: TBD

Unit 2: The Roaring Twenties

Time Frame: 3-4 Weeks

Essential Historical Question(s):

How did the cultural, economic, and political changes of the 1920s reflect the tensions and transformations within American society?

Adopted Instructional Materials:

*No currently adopted instructional materials for this unit. See WCSD MS SS Team for resource suggestions.

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society.

(H) SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts

Supporting Standards

(MC) SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.

(C) SS.6-8.WGGS.24. Describe the roles of political, civic, and economic organizations in shaping people's lives.

(E) SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes.

Disciplinary Skill Standard Learning Focus:

Develop a substantive claim supported by strong evidence and reasoning. (SS.6-8.6)

Content Learning Intentions:

- Evaluate the economic boom of the 1920s and the cultural movements that emerged.
- Examine the social tensions of the era (e.g. race relations, immigration, and gender role).

Required Content:

- Women's Suffrage
- Immigration
- Nativism
- Gender roles
- The Great Migration
- Harlem Renaissance
- Consumerism (Credit, Buying on Margin)
- Technological advancements (interchangeable parts, assembly line, automobile)
- Urban vs. Rural

Supporting Content:

- Prohibition
- Organized Crime
- Flappers
- Jazz Age
- Race Riots
- Red Scare
- Ku Klux Klan
- Scopes Monkey Trial
- Isolationism

Connections to Current Issues:

- Role of Mass Media – TikTok, Facebook
- Fast Fashion
- Emmett Till Anti-lynching Act
- Gentrification

Connections to the Past:

- Early women's suffrage
- Abolition movement
- Origins of KKK
- Temperance movement

Required Primary and Secondary Sources:

- a. Women Suffrage Pickets at the White House, photograph 1917 (found [HERE](#) at the Library of Congress)
- b. *Address to the Senate on the Nineteenth Amendment*, President Wilson, 1918 (paragraph 1 addressing Wilson's motivation, found [HERE](#))
- c. "Everyone owns a car but us" Ford Motor Company advertisement found [HERE](#)

Unit Task: TBD

Unit 3: The Great Depression & the New Deal (1930s)

Time Frame: 3-4 Weeks

Essential Historical Question(s):

How did the Great Depression and the New Deal reshape the American economy, society, and government?

Adopted Instructional Materials:

*No currently adopted instructional materials for this unit. See WCSD MS SS Team for resource suggestions.

Supplemental Materials: DBQ Project – Migrating west during the American Dust Bowl?

NVACS-SS (Content Theme Standards)

Essential Standards

(E) SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes.

(C) SS.6-8.WGGS.24. Describe the roles of political, civic, and economic organizations in shaping people's lives.

Supporting Standards

(H) SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society.

(G) SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.

(E)SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale.

Disciplinary Skill Standard Learning Focus:

Examine different arguments to identify strengths and weaknesses. (SS.6-8.7)

Content Learning Intentions:

- Analyze the causes and impacts of the Great Depression.
- Evaluate the lasting effect of New Deal programs and policies on American life.

Required Content:

- Stock Market Crash
- Unemployment
- Bank Failures
- Dust Bowl
- Migration
- Hoover vs. Roosevelt
- New Deal
- Critics of the New Deal

Supporting Content:

- Fireside Chats
- Social Security
- Migrant Mother Photography
- Hoovervilles

Connections to Current Issues:

- Recession of 2008
- Subprime mortgage crisis
- Bank Bailouts

Connections to the Past:

- The economic boom of the 1920s

Required Primary and Secondary Sources:

- a. Dust Bowl Photographs (Images may vary but should be task and grade-level appropriate and properly sourced – suggested collection at PBS.org found [HERE](#).)

Unit Task: TBD

Unit 4: Awakening the Sleeping Giant: America During WWII

Time Frame: 3-4 Weeks

Essential Historical Question(s):

How did WWII transform the United States' role on the global stage and influence American national identity?

Adopted Instructional Materials:

*No currently adopted instructional materials for this unit. See WCSD MS SS Team for resource suggestions.

Supplemental Materials: DBQ Project – Why did Japan attack Pearl Harbor?

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.WGGS.12. Compare the rise and fall of governmental systems and political developments across the world.

(H) SS.6-8.WGGS.13. Examine instances of conflict, oppression, human rights violations, and genocide across the world as well as responses to these violations.

Supporting Standards

(H) SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.

(C) SS.6-8.WGGS.26. Examine the origins, purposes, and impact of laws, treaties, and international agreements.

Disciplinary Skill Standard Learning Focus:

Participate in rigorous academic discussion using effective claims and evidence. (SS.6-8.9)

Content Learning Intentions:

- Explain the reasons for U.S. involvement in WWII and the diplomatic outcomes.
- Evaluate the economic, industrial, and technological transformations on American society.
- Examine the social impacts of WWII on diverse groups in America.

Required Content:

- Totalitarianism
- Appeasement
- U.S. neutrality
- Rosie the Riveter
- Holocaust
- Pearl Harbor
- Japanese Internment
- Executive Order 9066
- Island Hopping
- D-Day
- Battle of the Bulge
- Manhattan Project (Atomic Bomb)

Supporting Content:

- Treaty of Versailles
- Hitler's Rise
- Lend-Lease
- Navajo Code Talkers
- Tuskegee Airmen
- Mechanization
- Eisenhower
- Churchill and Chamberlain
- Potsdam Declaration

Connections to Current Issues:

- Russian invasion of Ukraine
- Recent Modern genocides

Connections to the Past:

- Consequences of WWI

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| <ul style="list-style-type: none">• Civil Liberties Act of 1988 (redress and reparations for Japanese Americans) | |
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Required Primary and Secondary Sources:

- a. Presidential Address to Congress by FDR “A Day that Lives in Infamy Speech” (close read can be found [HERE](#) on www.projecttaho.org)
- b. “We Can Do It” - Rosie the Riveter political cartoon by the War Production Co-ordinating Committee, Feb. 1943 (Lesson ideas found [HERE](#) at www.defense.gov)

Unit Task: TBD

Unit 5: Financial Literacy

Time Frame: 2-3 Weeks

Essential Historical Question(s):

How can learning about saving, spending, and managing money help us make smart financial choices in our daily lives?

Aligned Instructional Materials:

Foundations in Personal Finance, Dave Ramsey online resources

Everfi online resources

Money Savvy by Adam Carroll

NVACS-SS (Content Theme Standards)

Essential Standards

SS.6-8.FL.1. Prioritize and evaluate personal finance goals based on needs and wants.

SS.6-8.FL.4. Discuss the components of a personal budget, including income, planned spending, expenses, and saving.

Supporting Standards

SS.6-8.FL.2. Investigate consequences of potential financial decisions to make reasoned financial choices.

SS.6-8.FL.10. Identify college and career options and their effect on income and unemployment.

Disciplinary Skill Standard Learning Focus:

Construct compelling and supporting questions. (SS.6-8.1-2)

Content Learning Intentions:

- Explain basic financial concepts such as income, expenses, savings, needs vs. wants, and budgeting.
- Create a simple budget and set goals for saving and spending.

Required Content:

Supporting Content:

Connections to Current Issues:

- Student Loan Debt
- Cryptocurrency
- Subprime Mortgage Crisis

Connections to the Past:

- Weimar Republic
- The Great Depression
- New Deal policies

Unit Task: TBD

A. Global Studies: Globalization

Time Frame: 3-5 Weeks

Essential Historical Question(s):

How does globalization impact economies, cultures, and societies around the world, and what are the benefits and challenges associated with it?

Adopted Instructional Materials:

World Cultures and Geography, National Geographic

p. 119, p. 128-129, p. 152-153, p. 164-15, p. 168, p. 182, p. 230, p. 234, p. 292, p. 294, p. 296, p. 336, p. 392, p. 442, p. 507, p. 508, p. 574, p. 582, p. 590, p. 632, p. 676

Supporting Materials:

National Geographic Global Issues Globalization

NVACS-SS (Content Theme Standards)

Essential Standards

(G) SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.

(E) S.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale.

Supporting Standards

(H) SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.

(G) SS.6-8.WGGS.29. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

(E) SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors.

(E) SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.

Content Learning Intentions:

- Explain how globalization connects economies, cultures, and societies around the world.
- Examine the positive and negative impacts of globalization.
- Describe the concept of global citizenship and the importance of being informed and engaged in global issues.

Required Content:

*Dependent on case study analysis.

- Globalization
- International trade
- Cultural diffusion (exchange)
- Global supply chain

Supporting Content:

- Global capitalism
- Economic integration
- Multinational corporations
- Outsourcing
- Digital divide

Connections to Current Issues:

- Economic inequality
- Job displacement
- Environmental impacts (pollution, deforestation, etc.)
- Growth of digital divide
- Brexit
- Fast Fashion industry

Connections to the Past:

- Industrial Revolution
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B. Global Studies: Conflict to Resolution

Time Frame: 3-5 Weeks

Essential Historical Question(s):

How do global conflicts arise, and what are some ways that countries and organizations work together to solve these conflicts?

Adopted Instructional Materials:

World Cultures and Geography, National Geographic
p. 384, p. 400, p. 448, p. 452, p. 454, p. 456, p. 489

Supporting Materials:

National Geographic Global Issues Conflict to Resolution

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.WGGS.19. Analyze the use of conflict and/or diplomacy in global interactions

(C) SS.6-8.WGGS.26. Examine the origins, purposes, and impact of laws, treaties, and international agreements.

Supporting Standards

(MC) SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.

(C) SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.

Content Learning Intentions:

- Examine how global conflicts affect people and societies.
- Analyze different strategies used to resolve conflicts, such as diplomacy, peace treaties, and international organizations.

Required Content:

*Dependent on case study analysis.

- Diplomacy
- International Law
- Peace Treaty
- Reconciliation

Supporting Content:

- Peacekeeping
- Negotiation
- Sanctions
- Ceasefire
- Refugees

Connections to Current Issues:

- Russia-Ukraine War
- Syria Civil War
- Tensions in the South China Sea
- Israeli-Palestinian Conflict/War
- Myanmar Crisis
- North Korean nuclear tensions

Connections to the Past:

- WWI and WWII
- Kashmir conflict
- Iraq War
- War on Terror

C. Global Studies: Population Growth

Time Frame: 3-5 Weeks

Essential Historical Question(s):

How does population growth affect communities and the environment, and what can be done to address these challenges in a sustainable way?

Adopted Instructional Materials:

World Cultures and Geography, National Geographic
p. 116-117, p. 217, p. 232, p. 298, p. 510, p. 514, p. 519, p. 567, p. 576, p. 631, p. 671

Supporting Materials:

National Geographic Global Issues Population Growth

NVACS-SS (Content Theme Standards)

Essential Standards

(C) SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.

(G) SS.6-8.WGGS.29. Explain how global changes in population distribution patterns affect changes in land use in particular areas

Supporting Standards

(H) SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society.

(G) SS.6-8.WGGS.27. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world.

(G) SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.

Content Learning Intentions:

Explain the factors that contribute to population growth and the impacts on communities and the environment.

Compare how population growth affects different regions of the world and explore strategies for managing the issue.

Required Content:

- Birthrate
- Immigration
- Migration
- Overpopulation
- Life expectancy

Supporting Content:

- Emigration
- Urbanization
- Population density

Connections to Current Issues:

- India, China
- Impacts: economic inequality, food insecurity, resource depletion, etc.)

Connections to the Past:

- Industrial Revolution
- Post-WWII Baby Boom
- China's One Child Policy

D. Global Studies: Standard of Living

Time Frame: 3-5 Weeks

Essential Historical Question(s):

How do different factors affect the standard of living in various communities around the world?

Adopted Instructional Materials:

World Cultures and Geography, National Geographic
p. 62-63, p. 173, p. 233, p. 396, p. 458

Supporting Materials:

National Geographic Global Issues Standard of Living

NVACS-SS (Content Theme Standards)

Essential Standards

(C) SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.

(E) SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale.

Supporting Standards

(H) SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society.

(MC) SS.6-8.WGGS.21. Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.

(G) SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.

Content Learning Intentions:

Describe the factors that influence standard of living.

Compare and contrast the standard of living in different regions or countries.

Explore potential strategies and solutions for improving the standard of living in different communities.

Required Content:

- Income
- Poverty
- Economic inequality
- Gross Domestic Product (GDP)

Supporting Content:

- Quality of life
- Living wage
- Disposable income
- Infrastructure
- Job security

Connections to Current Issues:

- Affordable Care Act
- Minimum wage debates
- Inflation and Cost of Living
- Housing affordability

Connections to the Past:

- Industrial Revolution
- Tenement Housing
- Labor Reform

E. Global Studies: Food Supply

Time Frame: 3-5 Weeks

Essential Historical Question(s):

How do different factors like technology, global trade, and climate change affect the availability and sustainability of food around the world?

Adopted Instructional Materials:

World Cultures and Geography, National Geographic
p. 81, p. 84, p. 174, p. 226, p. 290, p. 462, p. 476, p. 686

Supporting Materials:

National Geographic Global Issues Food Supply

NVACS-SS (Content Theme Standards)

Essential Standards

(G) SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.

(E) SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale.

(E) SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.

Supporting Standards

(H) SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.

(G) SS.6-8.WGGS.29. Explain how global changes in population distribution patterns affect changes in land use in particular areas.

(G) SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.

Content Learning Intentions:

Explain the basic components of the global food supply.

Examine challenges and solutions related to the global food supply such as food scarcity, hunger, and resource depletion.

Required Content:

- Food security/insecurity
- Sustainability
- Supply Chain
- Malnutrition
- Famine

Supporting Content:

- Sustainable agriculture
- Global Trade
- Climate change
- Food waste
- Genetically Modified Organisms (GMOs)
- UN World Food Program (WFP)
-

Connections to Current Issues:

- Disruption of grain supplies (Ukraine)
- Climate change
- Covid-19 disruptions to supply chain
- Somalia drought/famine
- North Korea chronic food shortages

Connections to the Past:

- Irish Potato Famine
- Early 20th c famines in Russia & China

F. Global Studies: Health

Time Frame: 3-5 Weeks

Essential Historical Question(s):

How do different factors such as diseases, access to healthcare, and economic conditions affect health outcomes around the world?

Adopted Instructional Materials:

World Cultures and Geography, National Geographic
p. 398, p. 480

Supporting Materials:

National Geographic Global Issues Health

NVACS-SS (Content Theme Standards)

Essential Standard

(H) SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.

(C) SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.

Supporting Standards

(G) SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.

(G) SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.

Content Learning Intentions:

Identify and describe major global health issues and efforts to intervene or improve them.

Examine health inequities and disparities between different regions and populations.

Required Content:

- Public health
- Pandemic
- Sanitation
- Vaccination
- Infectious Disease

Supporting Content:

- Epidemiology
- Outbreak

Connections to Current Issues:

- Covid-19 Pandemic
- Antimicrobial Resistance
- Mental Health
- Access to healthcare

Connections to the Past:

- The Black Plague
- Influenza Pandemic (Spanish Flu) of the 20th century
- Cholera during Industrial Revolution

G. Global Studies: Energy Resources

Time Frame: 3-5 Weeks

Essential Historical Question(s):

How do different types of energy sources, like fossil fuels and renewable energy, affect our environment and daily lives?

Adopted Instructional Materials:

World Cultures and Geography, National Geographic
p. 51, p. 80, p. 122-123, p. 314, p. 344, p. 346, p. 350, p. 394, p. 419, p. 450, p. 682

Supporting Materials:

National Geographic Global Issues Energy Resources

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.

(E) SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes.

(E) SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale.

Supporting Standards

(H) SS.6-8.WGGS.18. Investigate Nevada's role in the world using the five themes of geography: place, location, human environment interaction, movement, and region.

(G) SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.

(E) SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.

Content Learning Intentions:

- Describe various types of energy sources and the economic and environmental impacts of using those sources.
- Evaluate the benefits and challenges of renewable energy sources.

Required Content:

- Renewable and Non-renewable energy
- Fossil Fuels
- Greenhouse Gasses
- Solar Energy
- Wind Energy
- Hydroelectric energy
- Geothermal energy
- Nuclear energy

Supporting Content:

- Carbon footprint
- Carbon offset
- Sustainable Energy
- Energy efficiency
- Energy conservation

Connections to Current Issues:

- Oil production & pipeline debates in U.S.
- Fracking
- Climate change
- Electric Vehicle (EV)

Connections to the Past:

- Industrial Revolution
- Formation of OPEC

H. Global Studies: Civil Rights and Human Rights

Time Frame: 3-5 Weeks

Essential Historical Question(s):

How do different countries address civil and human rights issues, and what can individuals and communities do to promote and protect these rights around the world?

Adopted Instructional Materials:

World Cultures and Geography, National Geographic
p. 66, p. 400, p. 402, p. 458, p. 497, p. 678

Supporting Materials:

National Geographic Global Issues Civil Rights and Human Rights

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.WGGS.13. Examine instances of conflict, oppression, human rights violations and genocide across the world as well as response to these violations.

(MC) S.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.

Supporting Standards

(MC) SS.6-8.WGGS.21. Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.

(MC) SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities across the world today.

(C) SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.

Content Learning Intentions:

Identify and explain fundamental human rights outlined in the Universal Declaration of Human Rights.

Examine current examples of civil and human rights violations to understand their impact on individuals and societies.

Evaluate various approaches to resolving civil and human rights violations.

Required Content:

- Human Rights
- Civil Rights
- Universal Declaration of Human Rights
- Discrimination
- Equality
- Social Justice

Supporting Content:

- Freedom of Speech, Privacy, Assembly, Education, Health
- Activism
- Non-Governmental Organizations (NGOs)
- Refugee
- Genocide
- Amnesty
- Reconciliation

Connections to Current Issues:

- Myanmar Rohingya Crisis
- China's treatment of Uyghur Muslims
- Iran protests and repression
- Gender equality – Iran, India

Connections to the Past:

- Indian Removal in the U.S.
- Apartheid
- Genocide: Holocaust, Armenian, Rwandan

Culminating Research Project: UN Sustainable Development Goals

Time Frame: 2-3 Weeks

Essential Historical Question(s):

How can I effectively develop and present a research project that demonstrates critical thinking and a deep understanding of my chosen issue?

Aligned Instructional Materials:

- Statewide Research Databases [ABC-Clio](#)
[EBSCO](#)
[World Book](#)
- [SHEG: Civic Online Reasoning](#)
- National Geographic Global Issues (school sets)

Disciplinary Skill Standards

SS.6-8.WGGS.1. Construct compelling questions based upon disciplinary concepts.

SS.6-8.WGGS.2. Evaluate various interpretations in answer to compelling questions within and across disciplines.

SS.6-8.WGGS.3. Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline.

SS.6-8.WGGS.4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and disciplinary skills.

SS.6-8.WGGS.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.

SS.6-8.WGGS.6. Using varied source material, develop an argument based on substantive claims, with strong evidence and clear reasoning.

SS.6-8.WGGS.7. Examine different arguments while pointing out the strengths and limitations of each

Content Learning Intentions:

Investigate a current global issue and propose a course of action to solve it. (SS.

Required Content:

- Investigate
- Analyze
- Synthesize
- Evaluate
- Research
- Media Literacy
- Credibility
- Reliability
- Substantive Claims
- Counter-Claim
- Evidence
- Reasoning
- Multi-Media
- Compelling