

LESA
Social Studies Curriculum
2010

1. Strand: Civics/Government

A. Standard: Civic Ideals and Practices (Students will understand the ideals, principles, and practices of a democratic society as contrasted with non-democratic societies in order to engage in informed, responsible, and active civic participation in today's world.)

NCSS

The student will know:

1. and explain basic principles of the United States government (e.g. federalism, separation of powers, checks and balances).

IL 14A. D
IL 14. A.E. 1
MO SS 1,7
MO 1

2. the roles and influences of individuals and interest groups in the political systems of the United States.

IL 14D
MO SS 6
MO 4

The student will be able to:

1. use democratic principles to evaluate the rights and responsibilities of the individual within the family, social groups, community, or nation.

2. explain the importance of an individual's responsibility to maintain a democratic, civil society.

Suggested Activities

1. Students create a chart to show the historical development of rights and responsibilities contained within the Bill of Rights and later amendments to the U.S. Constitution.

2. Students select a current or historical examples of individuals who have shown positive influence in the political systems of the United States and present an oral report to the class outlining the person's contribution, how it influenced democratic society, and what in the person's background may have led to such a strong sense of civic duty.

Suggested Resources

Copy of U.S. Constitution and Bill of Rights

Recordings of news programs from MSNBC, Fox, and CNN
Encyclopedias
Internet

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The student will know:

3. the roles and influences of individuals, interest groups, and the media in the political systems of other nations (e.g. mandated service, volunteerism).

MO SS 2

MO 4

IL 14. C.4

IL 14. D. 4

4. the basic principles of United States government (e.g. representative government and individual rights, checks and balances).

IL 14A.D

IL 14A.E.1

MO 1.10

MO SS3

The student will be able to:

3. compare and contrast democratic versus non-democratic governments (e.g. the relationship of the citizen to the government).

4.. Explain the importance of fundamental concepts expressed and implied in major documents, including the Declaration of Independence, the United States Constitution.

Suggested Activities

3. Students will create a Venn Diagram focusing on the United States, Germany, and Japan during World War II to compare and contrast the role of citizens (individuals, interest groups, and the media) in relation to government.

4.. Students, working in small groups, examine the Declaration of Independence, the United States Constitution or the state constitution to create a list of basic principles of United States government.

Suggested Resources

Other nations' government policies
Internet

www.whitehouse.gov/our-government

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B. Standard: Power, Authority, Governance (Students will understand the historical and current foundations, principles, processes, and institutions associated with systems of government in the U.S. and other parts of the world as essential in developing civic competence in today's world.)

NCSS

The student will know:

1. the structures and functions of the political systems of the United States, and other nations.

IL 14B
MO SS 3
MO 1

2. the roles and influences of individuals, interest groups, and the media shaping current debate on national policies of the United States and other nations.

IL 14.D, 4
MO SS 6
MO 2

3. the parts of the election process and responsibilities of citizens.

IL 14C
MO SS 3
MO 4

The student will be able to:

1. differentiate among the powers, limitations, and responsibilities of the U.S. government and other nations.

2. analyze the role of individuals, groups, and the media in shaping contemporary debate on local, state, and national government issues and policies in the United States or world.

3. describe responsibilities that citizens share during an election.

Suggested Activities

1. Students will compare executive and legislative branches of our federal government with those of a parliamentary government (e.g. the United Kingdom) by creating Venn Diagram.

2. Students research the role of an individual, a group, or the media in a national domestic or foreign issue. Students defend a position on a political issue related to current events or national policies by performing a speech from the point of view of an individual, group, or the media and citing evidence from multiple sources to support the position.

3. Students will be divided into groups and be given the task of running a mock election from start to finish. A rubric will be used for grading.

Suggested Resources

Governmental documents of other nations
Internet

Political cartoons

Literature from minority groups (NOW, NAACP...)
Sample of government law for disabled persons (Americans w/ Disabilities Act)

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The student will know:

4. the tenets of the United States government, its structure, and functions as stated in the U.S. Constitution and Amendments.
IL 14. F. 3b
MO SS 1

5. the backgrounds and resources the founding fathers had that led them to the formation of the U.S. government.
MO SS 1

The student will be able to:

4. summarize the important components of the Constitution and Bill of Rights, as they relate to citizenship, power, authority and governance.

5. list the founding fathers and the perspectives, resources, and experiences they used to formulate the United States government (e.g. serving in office in the colonial legislature, drawing on the philosophies of Lock, Rousseau).

Suggested Activities

4a. Students create a chart that summarizes the roles and responsibilities of a citizen of the U.S.
4b. Students debate an amendment of the Constitution and/or a Supreme Court case and identify elements related to citizenship, power, authority, or governance.

5. Students write a report on a founding father, his background, influences on his perspective, and his role in the formation of the U.S. government.

Suggested Resources

Copy of U.S. Constitution and Bill of Rights
U.S. history videos on U.S. Constitution

Biographical books on founding fathers
Internet

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2. Strand: History

A. Standard: Time, Continuity, and Change (Students will understand the importance of historical knowledge of the U.S. and the world as an influence on the present and as a guide to making informed decisions for the future.)

NCSS

The student will know:

1. that history provides varied interpretations of the past based on differing perspectives and on multiple and varied resources (e.g. primary and secondary resources including biographies, maps, letters, texts, documents).

IL 16. A. 3a & 3b

IL 16. A. 4b

MO 1

MO 3

MO SS 7

The student will be able to:

1. research a social studies topic or issue in varied relevant resources from differing perspectives and support a position based on evidence from the research.

Suggested Activities

1. Given a current issue, students will research varied perspectives on its historical origins, current status, and arrive at an interpretation of the resources based on evidence. Students will present the issue, background, perspectives studied, their own interpretation and the evidence on which it is founded to the class.

Suggested Resources

Newspapers

News magazines

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The student will know:

2. of the knowledge of continuity and change and cause and effect in the history of the United States and the world.

IL 16 A. 4a
MO 2

3. the development of political, economic, and legal systems in the United States, how they have changed over time, and their impact on United States policies.

IL 16. B. 3c (U.S.)
IL 16C
MO SS 4
MO 1

The student will be able to:

2. explain how the history of people, nations, the role of government and citizens, historical events, and interactions have led to both continuity and change (e.g. how the role of the citizen has developed from the early conceptions of the Greeks and Romans to today), illustrating the continuity of regard for democratic processes, but also illustrating change in more current emphasis on individual and group roles as participating citizens, as represented in political documents and court cases.

3. discuss the values and beliefs that fostered the development of political, economic, and legal institutions in the United States over time (e.g. the establishment of branches of government in the United States Constitution, early questions about the role of the Federal Bank and how much interaction to have with other nations, the growth in significance of the Supreme Court, the development over time of various institutions).

Suggested Activities

2a. Students create a timeline identifying key developments in United States history and identifying them as illustrations of continuity or change.
2b. Students explain the cause and effect relationship of key developments in United States history (e.g. the declaring of independence caused American leaders to realize that they needed a stronger plan for government, the United States Constitution).

3a. Students research the Constitution to determine the role of branches of government.
3b. Students hold a debate over the pros and cons of the development of labor unions.

Suggested Resources

Timeline website
Internet

United States Constitution
Literature from local unions
Research on Walmart's non-union stance
Parents who belong to unions
"Right to Work" laws

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The student will know:

4. and apply the skills of historical analysis and interpretation of significant events in U.S. history.
IL 16A
MO SS 2,6
MO 1

5. the development of significant political events in U.S. history as reported in primary sources.
IL 16B
MO SS 2
MO 1

6. individuals from the past who have influenced the course of our nation and the world.
IL 14 D
MO SS 6

The student will be able to:

4. describe life during a specific period using multiple tier timelines, periodization charts, graphs, and charts with data organized by category.

5. distinguish between the important and insignificant details concerning U.S. history contained in a historical source.

6a. identify key people from the past who have helped shape our country and the world.
6b. articulate the reasons why they were able to and report on the findings.

Suggested Activities

4a. Students place events from a chronology on multiple tier timelines that are organized according to political, economic, environmental, and social history.
4b. Students will write a report analyzing major events in U.S. history and their consequences as related to today.

5a. Students will create a chart that shows an example of two different interpretations of a significant, historical U.S. event.
5b. Students will go on field trips to historical locations in their area and write reports on their findings about a specific political historical event.

6a. Students will brainstorm the top five people who have influenced the United States and then select one to research and report.
6b. Students will brainstorm the top five people who, in their opinion, have influenced the world, offering their reasons derived from multiple resources in a report to the class.

Suggested Resources

Timeline website
Primary Sources
Secondary Sources

Internet
Historical literature, magazines, and books
Library

Internet
News magazines
Encyclopedia
Library

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**B. Standard: Historical Roots and Today's Challenge (Students will understand important individuals, traditions, documents, dates, and turning points in U.S. and world history and their influence in today's world.)
NCSS**

The student will know:

1. all or selected basic eras of United States history. Below eras are listed as defined by Illinois standards.
Local, State and United States History (US)
-Early history in the Americas to 1620
-Colonial history and settlement to 1763
-The American Revolution and early national period to 1820s
-National expansion from 1815 to 1850
-The Civil War and Reconstruction from 1850 to 1877
-Development of the industrial United States from 1865 to 1914
-The emergence of the United States as a world power from 1890 to 1920
-Prosperity, depression, the New Deal, and World War II from 1920 to 1945
-Post World War II and the Cold War from 1945 to 1968
-Contemporary United States from 1968 to present
IL 16

The student will be able to:

1. identify key concept, major persons, and turning points associated with eras.

Suggested Activities

1. Students will create an illustrated timeline key events in United States history as the years progress within the units studied.

Suggested Resources

http://www.isbe.state.il.us/ils/social_science/standards.html

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The student will know:

2. that different groups competed for power during exploration and colonial eras and led to colonial independence and the forming of a new government of the United States.

IL 16. B. 3a (US) & 3b (US)

IL 16. C. 3b (US)

MO 4.3

MO SS. 1 & 2 & 3 & 4

The student will be able to:

2. give examples of encounters between Native Americans and European explorers, colonists, and British officials and military leading to the forming of a new nation (e.g. give examples of migration, immigration, colonial rule, the role of the Declaration of Independence, United States Constitution) .

Suggested Activities

2a. Students create parallel illustrated timeline, one showing major eras, people and events, and one highlighting key people and concepts such as exploration, exchange, clash, colonialism, independence, plan for government.

2b.

Students select a theme from this period to research and make a visual presentation showing the theme's historical significance and providing examples of its relevance today (e.g. immigration, independence)

Suggested Resources

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The student will know:

3. the Civil War divided the country politically, economically, and geographically but led to a country that became a world power and continues to play a global leadership position.

IL 16. D.4a & 4b

MO 4.3

MO SS. 1 & 2 & 3 & 4

The student will be able to:

3. explain economic, geographical, and political differences at the time of the Civil War, the growth of the nation, the role of the United States as a world power (e.g. plantation economy, the slave trade, northern industrialization, expansion of the nation westward and in acquiring possessions, United States role in wars, global conflict, cooperation).

Suggested Activities

3a. Students create parallel illustrated timeline, one showing major eras, people and events, and one highlighting key people and concepts such as economy, slavery, factory system, clash of cultures, global leadership, conflict, cooperation.
3b. Students select a theme from this period to research and make a visual presentation showing the themes historic significance and providing examples of its relevance today (e.g. regional economies, the global role of the United States).

Suggested Resources

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3. Strand: Geography

A. Standard: People, Places, and Environments (Students will understand the relationships among people, places, and environments to develop spatial views and perspectives of the world.)

NCSS

The student will know:

1. how to locate, describe and explain places, regions and features on the Earth.

IL 17A
MO SS 5
MO 1.1

2. and analyze major human conflicts to determine the role of physical and cultural geographical features in the causes, conflict, and outcomes.

IL 17C
MO SS 5
MO 1.8

The student will be able to:

1. examine ways in which ecosystems have changed (e.g. as a result of different stages of human occupancy, shifting population densities, new levels of technology).

2. explain how human use of resources has changed over time and how these changes have affected settlement patterns (e.g. discovery of gold in California and Alaska).

Suggested Activities

1. Students will create maps of the United States showing landforms, climate, and natural vegetation regions and compare them to maps that show population distribution to identify the relationship between settlement and physical features. 1b. Students create two maps, one showing a region of the United States in historical times, and one showing the same region today. Students explain how the region has changed and why.

2a. Students will create a timeline reflecting the population growth of California and Alaska during the gold rush era.
2b. Students create a map showing territorial growth of the United States over time and explaining how the growth resulted and the consequences of the growth.

Suggested Resources

Geographic Maps.
Atlases (historical and current).
Google Earth.
Google Maps

Geography Videos
Local historians, park officials

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The student will know:

3.that major population shifts influenced by geography and economics have occurred in the United States across historic eras and continue today.
IL 16. E. 3a, b, and c (US)
MO SS 2

The student will be able to:

3. give examples of population shifts throughout United States history and explain why they have occurred (e.g. Native Americans moving westward and later north, settlers moving west, rural populations becoming urban)

Suggested Activities

3. Students select an example of a population shift in history and explain the role of geography in the shift (e.g. workers moving off farms as urbanization occurred). Students present their findings from the points of view of various groups involved in the shift.

Suggested Resources

B. Standard: Geographic Roots and Today's Challenges (Students will understand important geographic factors and changes over time in the United States and other parts of the world and their influence in today's world.)
NCSS

The student will know:

1. how to analyze and explain characteristics and interactions of the Earth's physical systems.
IL 17B
MO SS 5
MO 1.4

The student will be able to:

1. describe how physical characteristics of a region or a nation influence people's points of view and the decisions people and governments make over time (e.g. scarcity of water influences water usage, mining resources in mountainous regions, logging forested land in forested areas).

Suggested Activities

1a. Students will make a land use map of a specific region of the United States at a specific time in history and explain how geographical features influenced life.
1b. Students will take a field trip to a mine in order to research and debate the balance of need versus risk--presenting several points of view.

Suggested Resources

Bureau of Land Management
Environmental Protection Agency

2. the historical significance of geography and its impact on people, places, cultures of the United States.
IL 17D
MO SS 5
MO 1.6

2. describe how humans have adapted to environmental changes caused by natural processes.

2. Students research and debate the pros and cons of land usage following a natural disaster from several points of view (e.g. hurricanes, earthquake).

Sample building codes of areas that have changed over time
Land erosion reports

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The student will know:

3. the ramifications of major geographic expansions and related policies of the United States (e.g. Westward Expansion, Louisiana Purchase, Manifest Destiny).
MO SS 5

The student will be able to:

3. summarize the factors that led to land acquisitions by the United States and the impact this territorial expansion has on policies today.

Suggested Activities

3a. Students research a specific territorial acquisition of the United States in history and hold mock debating the pros and cons.
3b. Students select a geographical region of the U.S. and present a presentation (e.g. PowerPoint) on its history, geographic expansions, and effect on U.S. policies in history and today.

Suggested Resources

United States maps
Atlases
Internet

4. Strand: Economics

A. Standard: Production, Distribution, and Consumption (Students will understand that scarcity causes societies in different time periods and in different areas of the world to make choices about how the economic system will function.)

NCSS

The student will know:

1. that scarcity necessitates choices by producers and consumers.
IL 15B
MO SS 4
MO 1.1

The student will be able to:

1. demonstrate the ability to analyze the purchase of a product or the need of the United States to trade for a commodity using the factors of scarcity and cost.

Suggested Activities

1a. Students participate in Junior Achievement's Finance Park.
1b. Students create a document that lists examples of scarcity (e.g. of land, a product, or a resource) in U.S. history and the effect it had on U.S. decision-making.

Suggested Resources

Missouri Junior Achievement.

2. that geographical disasters create scarcity and necessitate geographical and economic choices and policy decisions.
IL 15C
MO SS 4
MO 1.1

2. understand how disasters and political events can create scarcities of products.

2. Students will research a geographic disaster (e.g. gulf coast oil spill, drought) and the effect of scarcity on producers and create a presentation (e.g. PowerPoint, Smartboard) presenting the research findings to the class.

Internet
Local businessperson to discuss supply and demand

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B. Standard: Economic Roots and Today's Challenges (Students will understand important economic factors and changes over time in the United States and other parts of the world and their influences in today's world.)
NCSS

The student will know:

1. and understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services.

IL 15A
MO SS 4
MO 1.8

2. that trade is an exchange of goods or services.

IL 15D
MO SS 4
MO 1.8

3. and understand the impact of government policies and decisions on production and consumption in the economy.

IL 15E
MO SS 4
MO 1.8

The student will be able to:

1. explain how the price of productive resources in a market economy would influence producer decisions about how, how much, and what to produce.

2. identify the goods and services businesses sell to households and the payments received for those goods and services.

3. evaluate economic policies by how successfully they curb unemployment, keep economic costs to a minimum, and keep prices stable.

Suggested Activities

1. Students will compare and contrast capitalism and socialism by creating a Venn Diagram between the United States and the country of their choice.

2a. Students will make a presentation to the class on the triangular trade route during colonial times.
2b. Students will explore how bartering was used during early times and what caused this system to change.

3a. Students will research the luxury tax and its impact over the course of time.
3b. Students will research the Great Depression and its continual impact on world economy today.

Suggested Resources

PRB.org.

Internet
Literature from local businesses
Visit from representatives of local businesses

Internet
Great Depression websites

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The student will know:

4. and understand the tenets of personal financial planning.
MO SS 4

The student will be able to:

4. set and plan a personal budget, both short term and long term.

Suggested Activities

4a. Students will experience the curriculum of the Missouri Junior Achievement program called Finance Park.
4b. Students will create a college savings plan.
4c. Students will plan a food, transportation, and housing budget.

Suggested Resources

Thrivent Financial Personal Finance Book
Missouri Junior Achievement materials
Internet

5. Strand: Social, Cultural, and Global Connections

A. Standard: Roles, Responsibilities, and Connections (Students will understand the importance of the multiple roles that people assume as individuals, members of families and groups, nations, cultures, and the global community.)
NCSS

The student will know:

1. and compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
IL 18A
MO SS 6
MO 1.9

2. that a culture is reflected in its art, music, architecture, and institutions.
IL 18A
MO SS 6

The student will be able to:

1. identify various cultures that have combined to create a larger, multicultural American society.

2. analyze the differences in cultures based on influences of their environment on them and their impact on the environment.

Suggested Activities

1. Students visit the St. Louis Art Museum and write a research report on art forms used by different cultures throughout United States history.

2. Students select two countries and compare and contrast the relationship between culture and environment with culture in the United States at the same period in history.

Suggested Resources

St. Louis Art Museum
Literature from local ethnic groups
Speakers on cultural topics

Foreign Embassies
Library
Internet

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<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
3. that cultural traditions from other lands have been integrated into American life. IL 18A MO SS 6	3. select various holidays, traditions, government regulations, and policies and understand how cultures from around the world may have influenced traditions in our country.	3. Students select a holiday or tradition and trace its origin to determine if or how cultures from other lands have influenced the American tradition.	Internet
4. that conflicts can be resolved in a pluralistic society in various ways. IL 18A MO SS 6	4. identify specific examples of how cultural conflicts have been resolved in the United States	4. Students brainstorm with classmates to identify examples of cultural conflicts our country has experienced in history, select and research the conflict and present findings in a visual presentation.	Internet Local news paper Magazines State Capital

B. Standard: Roots and Today's Challenges of Unity and Diversity (Students will understand how groups, cultures, and nations have promoted differences as well as forged local and global connections historically and in today's world.)
NCSS

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
1. and identify cultural traditions from other lands that have been integrated into American life. IL 18A I.2 MO SS 6 MO 1.9	1. analyze immigration patterns to see how American cultures have been shaped.	1. Students will create a Venn Diagram comparing different ethnic cultural traditions (e.g. cinco de mayo, rammadan, hannakah).	Literature from ethnic centers Speakers from different ethnic backgrounds Ethnic festivals
2. immigration has impacted countries around the world and has helped form countries throughout time. IL 18A	2. investigate and understand how immigration has impacted government policies and practices around the world.	2. Students will research current immigration laws and the procedure for becoming a legal citizen of the United States.	www.uscis.gov/laws www.uscis.gov

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
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3. what a global community is and how the United States is part of the global community.
IL 18A
MO SS 4

3a. define a global community and be able to explain in a coherent fashion via report to the class.
3b. Identify how the United States participates in the global community and create a poster.

3a. Students will make a collage demonstrating the concept of a global community.
3b. Make chart or graph showing the exports and imports of the United States for a period of time.

www.export.gov
www.bls.gov/news
Local companies who do business internationally

6. Strand: Literacy, Inquiry, and Technology Applications

A. Standard: Literacy (Students will understand how to read social studies material with comprehension and write and speak about social studies topics and issues with clarity and a view to solving problems.)

NCSS

The student will know:

1. and acquire the skills to gather, analyze, and apply information and ideas.
MO SS 7
MO 1

2. how to use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions
Mo SS 7

The student will be able to:

1. summarize a lesson or topic in written form in preparation for a written report.

2. use a variety of primary and secondary sources to convey accurate and relevant information.

Suggested Activities

1a. Student will create cartoon strip to convey main idea and supporting details related to a social studies topic under study.
1b. Students present a summary of major points about historical issue using a variety of techniques (e.g. PowerPoint, Smartboard)

2. Students select a lesson from the textbook and prepare a report using a variety of resources to the class. Students will explain how the lesson from history has applications to current times.

Suggested Resources

Computer lab
Smartboard

Atlas
Encyclopedia
Internet

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The student will know:

3. to create maps, graphs, timelines, charts and diagrams to communicate information
MO SS 7

4. that when researching a topic there are various points of view based on both facts, opinions, and biases.
MO SS 7

The student will be able to:

3. choose a topic, prepare and present information to the class illustrating comprehension and the ability to interpret and communicate findings.

4. gather information from various resources and determine the bias, point of view, and distinguish fact from opinion in order to read with comprehension and present findings accurately..

Suggested Activities

3. Students comprehend and interpret social studies material and prepare a written report using resources to present to the class.

4. Students select a topic currently in the news about which there are varied points of view, research multiple perspectives, choose a perspective and present a position supported with evidence from credible resources.

Suggested Resources

Atlas
Library

Library
Internet

**B. Standard: Inquiry (Students will understand how to work independently or in a group to research a social studies topic in multiple sources, from different perspectives, and summarize, interpret, and present findings.)
NCSS**

The student will know:

1.important questions to guide inquiry, how to acquire and use inquiry skills to research and communicate findings effectively within and beyond the classroom.
IL 5B.4
MO SS 7
MO 2

The student will be able to:

1a. develop a research question, research in multiple resources, and present an oral presentation on a social studies topic.
1b. utilize technological tools to convey information on a social studies topic.

Suggested Activities

1a. Students work collaborately to inquire, organize, and present findings supported by evidence accurately cited on a social studies topic.
1b. Students will create a team audio-visual project on a social studies topic.

Suggested Resources

Internet

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The student will know:

2. how to locate and evaluate the relevance and credibility of information in order to answer research questions.

IL 16A
SS 1.8

3. how to interpret information presented while researching a topic.

IL 16A G
Mo 1.7

The student will be able to:

2a. use library, online or other research tools to locate information, develop criteria to evaluate its usefulness and accuracy.

2b. use key words, tables, indexes and bibliographies to locate information.

2c. use sources of information found in the community.

3a. draw inferences from factual material.

3b. predict likely outcomes based on factual information.

3c. recognize and interpret different points of view.

3d. recognize instances in which more than one interpretation is valid.

3e. transfer knowledge into new contexts.

Suggested Activities

2. Students will choose a topic, research it in multiple primary and secondary resources, synthesize credible and accurate information, and make an oral presentation of findings supported by evidence.

3. Students select a current topic found in editorials and in news articles, gather, interpret and synthesize information in order to create a visual presentation supported with valid evidence.

Suggested Resources

Library
Internet

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The student will know:

4. how to evaluate information.
II 16A H

The student will be able to:

4a. determine whether or not sources are valid and credible
4b. estimate the adequacy of the information
4c. test the validity of the information, using such criteria as resource, objectivity, technical correctness, currency
4d. understand legal/ethical issues related to access and use of information

Suggested Activities

4a. Students will research background of the resource.
4b. Students will evaluate validity and reliability of the resource using trusted resources.
4c. Students will research legal issues relating to the access and use of information.
(For each activity, the student should document in standard citation form where the resources came from and write an evaluation of the value of the resources in addressing the inquiry question based upon approved criteria.)

Suggested Resources

C. Standard: Technology Applications (Students will understand how to work independently or in a group to use technology to research and present a social studies topic.)

NCSS

The student will know:

1. how to demonstrate and integrate, across all content areas, technological tools to gather and exchange information and ideas.
MO SS 7
MO 2

The student will be able to:

1a. review and revise communications to improve accuracy and clarity in social studies presentations.
1b. exchange information, questions and ideas while recognizing the perspectives of others.

Suggested Activities

1a. Students will peer-edit each others' reports and presentations using criteria established for high-quality work.
1b. Students will review and revise their presentations before showing to the entire class based on suggestions from self-editing, peer-editing, or teacher suggestions.

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Social Studies Curriculum
2010

The student will know:

2. how to report on topics using technology while interpreting the information for accuracy and relevance.

MO SS 7
MO 2

3. how to creatively present material using a variety of sources in a variety of forms and resources of technology.

MO SS 7
MO 2

The student will be able to:

2. research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information resources concerning real-world problems.

3. apply productivity / multimedia software and hardware to support personal productivity, group collaboration, and learning throughout the curriculum.

Suggested Activities

2. Students select a topic in dispute, (e.g. immigration or medical, gather information, evaluate and present material) and use technology to search for information and to present findings.

3. Students select a topic and gather research material to present a multimedia presentation.

Suggested Resources

Internet

Internet