

# 7<sup>th</sup> Grade Standards at a Glance

## Contemporary Global Studies

In seventh grade, students will explore global perspectives on contemporary issues and worldwide interdependence. The interconnected world we live in today requires that Iowa students be well-educated about worldwide issues to cultivate diplomacy, effective citizenship, and global competitiveness. Students could examine challenges facing the world community such as hunger, population, conflict, global environmental challenges, human rights, poverty, energy scarcity, global health, education, immigration, globalization, and other political, economic, social, and ecological concerns.

[Unit 1: European Colonization in Africa](#)

[Unit 2: The Effects of the Cocoa Industry on West Africa](#)

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[Unit 4: NAFTA](#)

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This guide was created by an Iowa teacher to demonstrate an example of how a teacher might approach using Iowa's social studies standards to put together coherent units of instruction using compelling and supporting questions and related resources.

## Unit 1: European Colonization in Africa

**Compelling Question:** Why did Europe colonize Africa?

**Vocabulary:** Imperialism, Colonization, Genocide, Coup d'etat, Berlin Conference

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
<b>Gathering and Evaluating Sources (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.3.</b> Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to analyze primary and secondary source documents to determine the central idea, and be able to use them as evidence in making historical claims.</li> </ul>
<b>Developing Claims and Using Evidence (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.4.</b> With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.</li> <li>• <b>SS.7.5.</b> Identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.</li> <li>• <b>SS.7.6.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to determine the credibility of a source, along with the arguments being made by the source.</li> </ul>

<b>Key Ideas and Details (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources</li> <li>• <b>RH.6-8.2.</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Read summarize, analyze, and write evidence based writings.</li> </ul>
<b>Craft and Structure (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• <b>RH.6-8.6.</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use domain specific vocabulary correctly in reading and writing, as well as the author's choice of words and point of view.</li> </ul>
<b>Integration of Knowledge and Ideas (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.7.</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.</li> <li>• <b>RH.6-8.8.</b> Distinguish among fact, opinion, and</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use information learned from documents to create new products to present the information citing the different primary and secondary source documents on the same topic (posters, research papers, presentations, etc.)</li> </ul>

		<p>reasoned judgement in a text</p> <ul style="list-style-type: none"> <li>• <b>RH.6-8.9.</b> Analyze the relationship between a primary and secondary source on the same topic.</li> </ul>	
Analyze Change, Continuity and Content (History)	Colonization	<ul style="list-style-type: none"> <li>• <b>SS.7.24.</b> Analyze connections among historical events and developments in contemporary global issues.</li> </ul>	<ul style="list-style-type: none"> <li>• How colonization negatively impacted Africa: economically, coup d'etat, genocide</li> </ul>
Compare Perspectives (History)	Colonization	<ul style="list-style-type: none"> <li>• <b>SS.7.25.</b> Explain how and why perspectives on various contemporary issues have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what colonization is and why Europeans supported colonization</li> </ul>
Justify Causation and Argumentation (History)	Economic payoffs to European powers	<ul style="list-style-type: none"> <li>• <b>SS.7.26.</b> Explain multiple causes and effects of various contemporary global events and developments.</li> </ul>	<ul style="list-style-type: none"> <li>• Berlin Conference, African Resources, Economic Benefits to Europe</li> </ul>

Supporting Question	Resources
1. What perspectives existed on European colonization of Africa?	<ul style="list-style-type: none"> <li>• <a href="#">The White Man's burden (poem)</a></li> <li>• <a href="#">ABC's for Baby Patriots book</a></li> <li>• <a href="#">Does Germany need Colonies - Friedrich Fabri</a></li> <li>• <a href="#">Africa Partitioned, 1914 (map)</a></li> <li>• <a href="#">Discovery clip - European Imperialism in Africa</a></li> <li>• <a href="#">Imperialism: Crash Course World History #35</a></li> </ul>
2. How did Europe benefit economically from colonization?	<ul style="list-style-type: none"> <li>• <a href="#">Berlin Conference political cartoon</a></li> <li>• <a href="#">African resources (map)</a></li> </ul>

	<ul style="list-style-type: none"><li>• <a href="#">Saul David - Slavery and the Scramble for Africa</a></li><li>• <a href="#">Digging out Africa political cartoon</a></li></ul>
3. How did colonization impact Africa?	<ul style="list-style-type: none"><li>• <a href="#">World Atlas African History: Post-Colonial Africa (map)</a></li><li>• <a href="#">Effects of Colonization on Africa's Past and Present</a></li><li>• <a href="#">Africa Coups d'etat list</a></li><li>• <a href="#">Genocide Defense One</a></li><li>• <a href="#">Genocidewatch.org</a></li></ul>

## Unit 2: The Effects of the Cocoa Industry on West Africa

**Compelling Question:** Is chocolate good for Cote d'Ivoire?

**Vocabulary:** Cash Crop, commodities, imports, exports

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
<b>Constructing Compelling Questions (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.1.</b> Compare disciplinary concepts and ideas associated with a compelling question.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use evidence from documents to answer a compelling question. They will write a research paper in response to the compelling question.</li> </ul>
<b>Gathering and Evaluating Sources (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.3.</b> Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to analyze primary and secondary source documents to determine the central idea, and be able to use them as evidence in making historical claims.</li> </ul>
<b>Developing Claims and Using Evidence (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.4.</b> With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.</li> <li>• <b>SS.7.5.</b> Identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.</li> <li>• <b>SS.7.6.</b> Develop claims</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to determine the credibility of a source, along with the arguments being made by the source.</li> </ul>

		and counterclaims while pointing out the strengths and limitations of both.	
<b>Communicating and Critiquing Conclusions (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>● <b>SS.7.7.</b> With guided practice, construct arguments using claims and evidence from multiple sources.</li> <li>● <b>SS.7.8.</b> Independently construct responses to compelling questions supported by reasoning and evidence.</li> <li>● <b>SS.7.9.</b> Present original arguments based on credible sources using a variety of media to authentic audiences.</li> <li>● <b>SS.7.10.</b> With guided practice, analyze disciplinary arguments of peers for credibility.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will construct arguments to from sources to help answer the compelling question. They will critically analyze a source for credibility and bias, and cite specific evidence to support their claims for arguments.</li> </ul>
<b>Taking Informed Action (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>● <b>SS.7.11.</b> Explain the challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.</li> <li>● <b>SS.7.12.</b> Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will use the information they learn to research and take informed action on their decisions when purchasing chocolate and other products.</li> <li>● Student may also elect to educate others about the harmful effects the cocoa industry has on people and the environment in West Africa, while paying attention to the need of the industry to the well-being of the nation.</li> </ul>

<b>Key Ideas and Details (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources</li> <li>• <b>RH.6-8.2.</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Read, summarize, analyze, and write evidence-based writings.</li> </ul>
<b>Craft and Structure (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• <b>RH.6-8.6.</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use domain specific vocabulary correctly in reading and writing, as well as the author's choice of words and point of view.</li> </ul>
<b>Integration of Knowledge and Ideas (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.7.</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.</li> <li>• <b>RH.6-8.8.</b> Distinguish among fact, opinion, and reasoned judgement in a text</li> <li>• <b>RH.6-8.9.</b> Analyze the</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use information learned from documents to create new products to present the information citing the different primary and secondary source documents on the same topic (posters, research papers, presentations, etc.)</li> </ul>



		relationship between a primary and secondary source on the same topic.	
<b>Engage in Economic Decision Making (Economics)</b>	<ul style="list-style-type: none"> <li>Child Labor</li> <li>Rainforest Destruction</li> </ul>	<ul style="list-style-type: none"> <li><b>SS.7.18.</b> Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the negative aspects of the cocoa industry on child labor and environmental degradation.</li> <li>How do the choices you make about chocolate impact the store and employees, factory workers, Transporters, farmers and laborers?</li> </ul>
<b>Critique Exchange and Markets (Economics)</b>	<ul style="list-style-type: none"> <li>Cocoa supply and demand</li> <li>Fair trade chocolate</li> </ul>	<ul style="list-style-type: none"> <li><b>SS.7.19.</b> Explain how external benefits, costs, supply and demand, and competition influence market prices, wages, and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Study the process of taking cocoa beans and turning them into a finished chocolate product.</li> <li>What is fair trade chocolate and how is it different from conventional choices?</li> </ul>
<b>Assess the Global Economy (Economics)</b>	<ul style="list-style-type: none"> <li>Cocoa trade between the U.S. and West Africa</li> </ul>	<ul style="list-style-type: none"> <li><b>SS.7.20.</b> Investigate the impact of trade policies and barriers on a nation and its citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Should the United States pass laws regarding the source of cocoa, regarding child labor, environmental destruction, etc.?</li> </ul>
<b>Analyze Global Interconnections (Geography)</b>	<ul style="list-style-type: none"> <li>Rainforest and cocoa trees</li> </ul>	<ul style="list-style-type: none"> <li><b>SS.7.22.</b> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</li> </ul>	<ul style="list-style-type: none"> <li>Why is West Africa an ideal environment for growing cocoa trees?</li> <li>How has world demand for cocoa impacted the environment of West Africa?</li> </ul>
<b>Analyze Global Interconnections (Geography)</b>	<ul style="list-style-type: none"> <li>Use of land for growing cocoa farms</li> </ul>	<ul style="list-style-type: none"> <li><b>SS.7.23.</b> Explain how global changes in population distribution patterns affect changes in land use in particular areas.</li> </ul>	<ul style="list-style-type: none"> <li>How has the global demand for cocoa changed how land is used in West Africa?</li> <li>Investigate the impact of illegal cocoa farms on the rainforest and animal habitats in West Africa.</li> </ul>

Supporting Questions	Resources
1. What are the negative effects of the cocoa industry?	<ul style="list-style-type: none"> <li>• <a href="#">John Platt - Is Chocolate Driving Monkeys into Extinction?</a></li> <li>• <a href="#">Scott McGraw - Chocolate is Driving Monkeys into Extinctions</a></li> <li>• <a href="#">Food Empowerment Project - Child Labor and Slavery in the Chocolate Industry</a></li> <li>• <a href="#">Chocolate's Dark Secret</a></li> <li>• <a href="#">Inside Big Chocolates Child Labor Problem</a></li> <li>• <a href="#">The Dark Side of Chocolate - Child Slavery</a></li> <li>• <a href="#">The cocoa industry in Cote d'Ivoire</a></li> </ul>
2. What trade policies impact cocoa production and distribution?	<ul style="list-style-type: none"> <li>• <a href="#">World Cocoa Foundation - Cocoa Market Update</a></li> <li>• <a href="#">Office of the United States Trade Representative</a></li> <li>• <a href="#">Cote d'Ivoire, gateway to the regional chocolate market</a></li> <li>• <a href="#">Our Approach to Cocoa - working with cocoa farmers for a sustainable future</a></li> <li>• <a href="#">Tony Choclonely Website - Fair Trade Chocolate</a></li> </ul>
3. How important is the cocoa industry to Cote d'Ivoire?	<ul style="list-style-type: none"> <li>• <a href="#">Dave Goodyear, "The Future of Chocolate: Why Cocoa Production is at Risk"</a></li> <li>• <a href="#">Alexander Simoes, "Cote d'Ivoire," <i>The Observatory of Economic Complexity</i></a></li> <li>• <a href="#">From Cote d'Ivoire to Chocolate Bar</a></li> <li>• <a href="#">Cocoa Farmers and Income of Farmers</a></li> </ul>

## Unit 3: Syrian Civil War

**Compelling Question:** What is causing violence in Syria?

**Vocabulary:** Regime, opposition, rebels, ISIS, sect, Sunni, Alawite, militia

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
<b>Constructing Compelling Questions (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.1.</b> Compare disciplinary concepts and ideas associated with a compelling question.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use evidence from documents to answer a compelling question. They will write a research paper in response to the compelling question.</li> </ul>
<b>Gathering and Evaluating Sources (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.3.</b> Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to analyze primary and secondary source documents to determine the central idea, and be able to use them as evidence in making historical claims.</li> </ul>
<b>Developing Claims and Using Evidence (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.4.</b> With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.</li> <li>• <b>SS.7.5.</b> Identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.</li> <li>• <b>SS.7.6.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to determine the credibility of a source, along with the arguments being made by the source.</li> </ul>

<p><b>Communicating and Critiquing Conclusions (Inquiry)</b></p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• <b>SS.7.7.</b> With guided practice, construct arguments using claims and evidence from multiple sources.</li> <li>• <b>SS.7.8.</b> Independently construct responses to compelling questions supported by reasoning and evidence.</li> <li>• <b>SS.7.9.</b> Present original arguments based on credible sources using a variety of media to authentic audiences.</li> <li>• <b>SS.7.10.</b> With guided practice, analyze disciplinary arguments of peers for credibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will construct arguments from sources to help answer the compelling question. They will critically analyze a source for credibility and bias, and cite specific evidence to support their claims for arguments.</li> </ul>
<p><b>Taking Informed Action (Inquiry)</b></p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• <b>SS.7.11.</b> Explain the challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.</li> <li>• <b>SS.7.12.</b> Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Students should become aware of the issues the Syrian people are facing, while considering the threat of ISIS regarding refugees. They may decide to take action by urging their Congressperson to vote one way or the other regarding refugees, financially support a charitable foundation designed to assist refugees, or visit their local refugee office to volunteer.</li> </ul>
<p><b>Key Ideas and Details (Literacy)</b></p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• <b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources</li> <li>• <b>RH.6-8.2.</b> Determine the central ideas or information of a primary or secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Read summarize, analyze, and write evidence based writings.</li> </ul>

		source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
<b>Craft and Structure (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• <b>RH.6-8.6.</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use domain specific vocabulary correctly in reading and writing, as well as the author's choice of words and point of view.</li> </ul>
<b>Integration of Knowledge and Ideas (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.7.</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.</li> <li>• <b>RH.6-8.8.</b> Distinguish among fact, opinion, and reasoned judgement in a text</li> <li>• <b>RH.6-8.9.</b> Analyze the relationship between a primary and secondary source on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use information learned from documents to create new products to present the information citing the different primary and secondary source documents on the same topic (posters, research papers, presentations, etc.)</li> </ul>
<b>Examine Factors that Led to Continuity and Change in Human and Group Behavior (Behavioral)</b>	<ul style="list-style-type: none"> <li>• Group think and protesting in Syria</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SS.7.13.</b> Identify social, political and economic factors that can influence our thoughts and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• The beginnings of the war in Syria with the graffiti and the response from the government. The protesting that turned violent, uprisings, forming militias and full on civil war.</li> <li>• Civil war, refugees, poverty, protesting, repression, militants, religion</li> </ul>

<b>Sciences)</b>			
<b>Civic and Political Institutions (Civics/ Government)</b>	<ul style="list-style-type: none"> <li>Response to Syrian Civil War and Refugee crisis</li> </ul>	<ul style="list-style-type: none"> <li><b>SS.7.15.</b> Distinguish and apply the powers and responsibilities of global citizens, interest groups and the media in a variety of governmental and nongovernmental contexts. (21st century skills)</li> </ul>	<ul style="list-style-type: none"> <li>Media, United States, Russia, Humanitarian Organizations, refugees.</li> <li>American and other country responses to the crises.</li> <li>Refugees being relocated worldwide</li> <li>Charitable organizations work on managing the crisis</li> </ul>
<b>Analyze Human Population Movements and Patterns (Geography)</b>	<ul style="list-style-type: none"> <li>Refugees from Syria</li> </ul>	<ul style="list-style-type: none"> <li><b>SS.7.21.</b> Evaluate the push and pull factors involved in human population movement and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Genocide, Civil War, Push Factors, Pull Factors</li> <li>Human population movement from push factors (Civil War) to pull factors (resettling in new cities, starting new lives, working, schooling, etc.</li> </ul>
<b>Compare Perspectives (History)</b>	<ul style="list-style-type: none"> <li>Refugees accepted at first, but that changed over time</li> </ul>	<ul style="list-style-type: none"> <li><b>SS.7.25.</b> Explain how and why perspectives on various contemporary issues have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Refugees, terrorism, ISIS</li> <li>Changes in refugees relocating to countries because of the infiltration of ISIS terrorists into these groups.</li> </ul>
<b>Justify Causation and Argumentation (History)</b>	<ul style="list-style-type: none"> <li>What caused the Syrian Civil War</li> </ul>	<ul style="list-style-type: none"> <li><b>SS.7.26.</b> Explain multiple causes and effects of various contemporary global events and developments.</li> </ul>	<ul style="list-style-type: none"> <li>Protesting, Sunni Muslims, Alawite Muslims, chemical weapons, Bashar al-Assad</li> <li>The inspiration, song, and boys behind the graffiti that started it all.</li> <li>Protesting and violence against protesters from the Syrian government.</li> <li>Different sects of Muslim religion in Syria and its role in perpetuating violence</li> <li>Use of chemical weapons by Syrian government</li> </ul>
<b>Iowa History</b>	<ul style="list-style-type: none"> <li>TIME Magazine article on a Syrian refugee family</li> </ul>	<ul style="list-style-type: none"> <li><b>SS.7.27.</b> Analyze the role that Iowa plays in contemporary global issues.</li> </ul>	<ul style="list-style-type: none"> <li>The relocation of refugees in Des Moines, IA and their adjustments to life in Iowa</li> </ul>

	relocated to Des Moines		
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Supporting Question	Resources
1. What cause the Civil War in Syria?	<ul style="list-style-type: none"> <li>• <a href="#">The Graffiti Kids Who Sparked the Syrian Civil War</a></li> <li>• <a href="#">Syrian teen whose graffiti, arrest sparked civil war speaks out</a></li> <li>• <a href="#">Syria protests: Evidence that government forces killed protesters</a></li> </ul>
2. What is fueling the violence in Syria?	<ul style="list-style-type: none"> <li>• <a href="#">Syria: The story of the conflict</a></li> <li>• <a href="#">The Middle East Friendship Chart</a></li> <li>• <a href="#">Deaths In Syria Tied to Rifts Between Sects</a></li> <li>• <a href="#">Trump Launches Attack on Syria with 59 Tomahawk Missiles</a></li> <li>• <a href="#">Syrian government forces used chemical weapons more than two dozen times: U.N.</a></li> <li>• <a href="#">Frontline: Inside Assad's Syria</a></li> <li>• <a href="#">Frontline: Syria - Arming the Rebels</a></li> <li>• <a href="#">The Civil War in Syria, Explained</a></li> </ul>
3. How is the Civil War in Syria affecting the world?	<ul style="list-style-type: none"> <li>• <a href="#">Women for Syria International</a></li> <li>• <a href="#">The Syrian's Next Door</a></li> <li>• <a href="#">Frontline - Children of Syria</a></li> <li>• <a href="#">How ISIS Smuggled Terrorists Among Syrian Refugees</a></li> <li>• <a href="#">Will refugees bring Europe's terror woes to US homeland?</a></li> <li>• <a href="#">Jordan commander: ISIS increasingly strong in Syrian refugee camp</a></li> <li>• <a href="#">Syrian Refugees in the United States</a></li> <li>• <a href="#">Germany comes first for Syrian Refugee Resettlement</a></li> </ul>

## Unit 4: NAFTA

**Compelling Question:** Has NAFTA kept its promises?

**Vocabulary:** NAFTA, free trade, outsourcing, labor unions, maquiladora, tariffs

<b>Anchor Standard</b>  <i>The student demonstrates an understanding of:</i>	<b>Topic</b>	<b>Standard(s)</b>  <i>Therefore, the student is able to:</i>	<b>Example Content/Concepts</b>  <i>Content and/or concepts students should understand include:</i>
<b>Constructing Compelling Questions (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.1.</b> Compare disciplinary concepts and ideas associated with a compelling question.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use evidence from documents to answer a compelling question. They will write a research paper in response to the compelling question.</li> </ul>
<b>Constructing Supporting Questions (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.2.</b> Create supporting questions to help answer the compelling question in an inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use the qft process to generate supporting questions around a q-focus (prompt) about the compelling question.</li> </ul>
<b>Gathering and Evaluating Sources (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.3.</b> Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to analyze primary and secondary source documents to determine the central idea, and be able to use them as evidence in making historical claims.</li> </ul>
<b>Developing Claims and Using Evidence (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.4.</b> With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.</li> <li>• <b>SS.7.5.</b> Identify evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to determine the credibility of a source, along with the arguments being made by the source.</li> </ul>



		<p>that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.</p> <ul style="list-style-type: none"> <li>• <b>SS.7.6.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</li> </ul>	
<b>Communicating and Critiquing Conclusions (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.7.</b> With guided practice, construct arguments using claims and evidence from multiple sources.</li> <li>• <b>SS.7.8.</b> Independently construct responses to compelling questions supported by reasoning and evidence.</li> <li>• <b>SS.7.9.</b> Present original arguments based on credible sources using a variety of media to authentic audiences.</li> <li>• <b>SS.7.10.</b> With guided practice, analyze disciplinary arguments of peers for credibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will construct arguments to from sources to help answer the compelling question. They will critically analyze a source for credibility and bias, and cite specific evidence to support their claims for arguments.</li> </ul>
<b>Key Ideas and Details (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources</li> <li>• <b>RH.6-8.2.</b> Determine the central ideas or information of a primary or secondary source;</li> </ul>	<ul style="list-style-type: none"> <li>• Read summarize, analyze, and write evidence-based writings.</li> </ul>

		provide an accurate summary of the source distinct from prior knowledge or opinions.	
<b>Craft and Structure (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• <b>RH.6-8.6.</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use domain specific vocabulary correctly in reading and writing, as well as the author's choice of words and point of view.</li> </ul>
<b>Integration of Knowledge and Ideas (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.7.</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.</li> <li>• <b>RH.6-8.8</b> - Distinguish among fact, opinion, and reasoned judgement in a text</li> <li>• <b>RH.6-8.9</b> - Analyze the relationship between a primary and secondary source on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use information learned from documents to create new products to present the information citing the different primary and secondary source documents on the same topic (posters, research papers, presentations, etc.)</li> </ul>
<b>Analyze Civic and Political Institutions (Civics/Government)</b>	<ul style="list-style-type: none"> <li>• NAFTA Preamble</li> <li>• Goals of</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SS.7.15.</b> Distinguish and apply the powers and responsibilities of global</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about how NAFTA was passed and what it's goals were. How has it impacted workers in Mexico and the United States, and how does that line up with the goals?</li> </ul>

	<ul style="list-style-type: none"> <li>NAFTA</li> <li>Unions</li> <li>Maquiladoras</li> </ul>	<p>citizens, interest groups and the media in a variety of governmental and nongovernmental contexts. (21st century skills)</p> <ul style="list-style-type: none"> <li><b>SS.7.16.</b> Examine the origins, purposes, and impact of laws, treaties, and international agreements. (21st century skills)</li> <li><b>SS.7.17.</b> Describe the roles of political, civil, and economic organizations in shaping people's lives. (21st century skills)</li> </ul>	
<p><b>Assess the Global Economy (Economics)</b></p>	<ul style="list-style-type: none"> <li>Workers' rights</li> <li>Unions</li> <li>Trade</li> </ul>	<ul style="list-style-type: none"> <li><b>SS.7.20.</b> Investigate the impact of trade policies and barriers on a nation and its citizens.</li> </ul>	<ul style="list-style-type: none"> <li>What has been the role of labor unions during NAFTA and how have labor unions been affected since it's passing?</li> <li>What products are more freely traded between the United States and Mexico because of NAFTA and how has the law impacted pricing and wages?</li> </ul>

Supporting Question	Resources
<p>1. What is NAFTA?</p>	<ul style="list-style-type: none"> <li><a href="#">Do NAFTA'S 6 Pros outweigh its 6 Cons</a></li> <li><a href="#">What Is the North American Free Trade Agreement?</a></li> <li><a href="#">History of NAFTA and its Purposes</a></li> <li><a href="#">What Is the North American Free Trade Agreement?</a></li> <li><a href="#">NAFTA explained by avocados. And shoes.</a></li> <li><a href="#">North American Free Trade Agreement</a></li> </ul>
<p>2. How has NAFTA been beneficial?</p>	<ul style="list-style-type: none"> <li><a href="#">6 Advantages of NAFTA</a></li> <li><a href="#">North American Free Trade Agreement Benefits</a></li> <li><a href="#">NAFTA's Economic Impact</a></li> <li><a href="#">NAFTA's Economic Upsides</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">The Impact of NAFTA on Urban Growth in Mexico</a></li> </ul>
<p>3. How has NAFTA had a negative impact?</p>	<ul style="list-style-type: none"> <li>• <a href="#">6 Problems with NAFTA</a></li> <li>• <a href="#">The high price of 'free' trade</a></li> <li>• <a href="#">Need to Know - After NAFTA - PBS</a></li> <li>• <a href="#">NAFTA's 'Broken Promises': These Farmers Say They Got The Raw End Of Trade Deal</a></li> <li>• <a href="#">Mexico's 'Maquiladora' Labor System Keeps Workers in Poverty</a></li> <li>• <a href="#">Upheaval in the Factories of Juarez</a></li> </ul>

## Unit 5: Economic Inequality

**Compelling Question:** How should the United States address economic inequality?

**Vocabulary:** Minimum wage, inequality, wealth inequality, income inequality, CEO, upward mobility, real value, Occupy Wall Street, the 1%

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
<b>Constructing Compelling Questions (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.1.</b> Compare disciplinary concepts and ideas associated with a compelling question.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use evidence from documents to answer a compelling question. They will write a research paper in response to the compelling question.</li> </ul>
<b>Constructing Supporting Questions (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.2.</b> Create supporting questions to help answer the compelling question in an inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use the QFT process to generate supporting questions around a q-focus (prompt) about the compelling question.</li> </ul>
<b>Gathering and Evaluating Sources (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.3.</b> Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to analyze primary and secondary source documents to determine the central idea, and be able to use them as evidence in making historical claims.</li> </ul>
<b>Developing Claims and Using Evidence (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.4.</b> With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.</li> <li>• <b>SS.7.5.</b> Identify evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to determine the credibility of a source, along with the arguments being made by the source.</li> </ul>

		<p>that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.</p> <ul style="list-style-type: none"> <li>• <b>SS.7.6.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</li> </ul>	
<b>Communicating and Critiquing Conclusions (Inquiry)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>SS.7.7.</b> With guided practice, construct arguments using claims and evidence from multiple sources.</li> <li>• <b>SS.7.8.</b> Independently construct responses to compelling questions supported by reasoning and evidence.</li> <li>• <b>SS.7.9.</b> Present original arguments based on credible sources using a variety of media to authentic audiences.</li> <li>• <b>SS.7.10.</b> With guided practice, analyze disciplinary arguments of peers for credibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will construct arguments to from sources to help answer the compelling question. They will critically analyze a source for credibility and bias, and cite specific evidence to support their claims for arguments.</li> </ul>
<b>Key Ideas and Details (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>• <b>RH.6-8.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source</li> </ul>	<ul style="list-style-type: none"> <li>• Read summarize, analyze, and write evidence-based writings.</li> </ul>

		distinct from prior knowledge or opinions.	
<b>Craft and Structure (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• <b>RH.6-8.6.</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use domain specific vocabulary correctly in reading and writing, as well as the author's choice of words and point of view.</li> </ul>
<b>Integration of Knowledge and Ideas (Literacy)</b>	N/A	<ul style="list-style-type: none"> <li>• <b>RH.6-8.7.</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.</li> <li>• <b>RH.6-8.8.</b> Distinguish among fact, opinion, and reasoned judgement in a text</li> <li>• <b>RH.6-8.9.</b> Analyze the relationship between a primary and secondary source on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use information learned from documents to create new products to present the information citing the different primary and secondary source documents on the same topic (posters, research papers, presentations, etc.)</li> </ul>
<b>Engage in Economic Decision Making (Economics)</b>	<ul style="list-style-type: none"> <li>• Wealth and income gaps</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SS.7.18.</b> Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the gap between the rich and the poor and how that affects decisions people make with their money and lives.</li> </ul>

<b>Examine Factors that Led to Continuity and Change in Human and Group Behavior (Behavioral Sciences)</b>	<ul style="list-style-type: none"> <li>Wages and the U.S. Economy</li> </ul>	<ul style="list-style-type: none"> <li><b>SS.7.13.</b> Identify social, political and economic factors that can influence our thoughts and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>How does the economic conditions of a household impact how people live their lives?</li> <li>Examine if raising the minimum wage will have a positive or negative impact on the poor or on society.</li> </ul>
<b>Recognize the Interaction Between Individuals and Various Groups (Behavioral Sciences)</b>	<ul style="list-style-type: none"> <li>Taxes</li> <li>The 1%</li> </ul>	<ul style="list-style-type: none"> <li><b>SS.7.14.</b> Examine what causes inequalities and how they exist within a society.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss taxes and analyze if raising taxes on the rich can help close the economic gap between the rich and the poor.</li> </ul>

Supporting Question	Resources
1. What does economic inequality look like?	<ul style="list-style-type: none"> <li><a href="#">It's the Inequality Stupid</a></li> <li><a href="#">Growing Apart - A Political History of American Inequality</a></li> <li><a href="#">Inequality and health</a></li> <li><a href="#">TED Talk - Richard Wilkinson: How Economic Inequality Harms Societies</a></li> <li><a href="#">How do Solve Inequality in the United States - Tim Worstall</a></li> <li><a href="#">Six Policies to Reduce Economic Inequality - John Powell</a></li> <li><a href="#">Talk Poverty - 10 Solutions to fight Economic Inequality</a></li> </ul>
2. Should the United States raise or lower taxes on the rich?	<ul style="list-style-type: none"> <li><a href="#">Is the U.S. Due for Radically Raising Taxes for the Rich?</a></li> <li><a href="#">Brookings Institute - Can Taxing the Rich Reduce Inequality? You Bet it Can!</a></li> <li><a href="#">Why we must raise taxes on the rich</a></li> <li><a href="#">Ben Stein - We Must Raise Taxes on the Rich</a></li> <li><a href="#">Fact Sheet - Taxing Wealthy Americans</a></li> <li><a href="#">Jake Novak - Stop Acting Like Tax Cuts for the Rich are a Bad Thing</a></li> <li><a href="#">Patricia Cohen - What Could Raising the Taxes on the 1% Do?</a></li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">Surprising Amounts</a></li> <li>• <a href="#">Andrew Vitelli - Should We Raise Taxes on the Rich?</a></li> </ul>
<p>3. Should the United States raise the minimum wage?</p>	<ul style="list-style-type: none"> <li>• <a href="#">Wealth Inequality in America</a></li> <li>• <a href="#">Minimum Wage Pro/Con</a></li> <li>• <a href="#">This Country has the Best Minimum Wage in the World</a></li> <li>• <a href="#">How America's Minimum Wage <i>Really</i> Stacks Up Globally - The Atlantic</a></li> <li>• <a href="#">Raising the Federal Minimum Wage to \$10.10 Would Lift Wages for Millions and Provide a Modest Economic Boost</a></li> <li>• <a href="#">James Sherk - What is the Minimum Wage: Its History and Effects on the Economy</a></li> <li>• <a href="#">Tim Worstall - Don't Raise The Minimum Wage And Kill Jobs - Increase The EITC Instead</a></li> <li>• <a href="#">CATO Institute - Four Reasons Not to Raise the Minimum Wage</a></li> <li>• <a href="#">Pros and Cons of the Minimum Wage</a></li> <li>• <a href="#">TIME - A \$15 Minimum Wage Is Not the Best Way to Help Poor Workers</a></li> <li>• <a href="#">The Heritage Foundation - Good Intentions Are Not Enough: Why Congress Should Not Raise the Minimum Wage</a></li> <li>• <a href="#">Why Not Raise the Minimum Wage</a></li> </ul>