

Arizona History and Social Science Honors Extension



Jr. High

Chandler Unified School District

The purpose of 7th and 8th grade Honors Social Studies is to offer a choice to students interested in a more challenging, in-depth, rigorous social studies curriculum. It is designed for students intending to pursue advanced level academic courses in high school, college, and career. By applying advanced critical thinking skills, students will develop historical awareness in order to better understand and shape the world in which they live.

Activities in this class will include rigorous opportunities for students to:

1. discover connections in a historical context.
2. become self-sufficient learners who are persistent and flexible.
3. reflect and redefine their knowledge.
4. be actively engaged and take ownership.
5. analyze relationships between systems (e.g. political, economic, cultural) across the social studies spectrum.
6. question and draw conclusions.
7. become comfortable with multiple perspectives as they learn.
8. demonstrate a richer quality of learning rather than just a greater quantity of work.
9. expend effort in their learning.

Seventh Grade



Integrated Global Studies



7th Grade Arizona History and Social Science Roadmap



Quarter 1		Quarter 2			Quarter 3			Quarter 4	
Unit 1 Scientific Revolution & Enlightenment Compelling Question	Unit 2 Revolutions Compelling Question	Unit 3 Industrial Revolution Compelling Question	Unit 4 Human Movement Compelling Question	Unit 5 Age of Imperialism Compelling Question	Unit 6 The Great War Compelling Question	Unit 7 Global Depression & the Rise of Dictators Compelling Question	Unit 8 Second World War Compelling Question	Unit 9 Cold War Compelling Question	Unit 10 Modern World Compelling Question
How did reason lead to revolution?		How does movement of ideas and people influence change?			How does conflict become global?			How do ideologies affect global relationships?	
9 weeks		9 weeks			9 weeks			9 weeks	

Honors Seventh Grade Unit 1 Scientific Revolution & Enlightenment Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
Early Modern Western Society and Culture	LO 4.7: Examine changes and continuities in early modern society and culture.	<p>EK 4.7.B: Changes in early modern social hierarchies Commercial societies elevated the status of merchants, financiers, and urban professionals, while chattel slavery in the Americas contributed to the development of racial hierarchies.</p> <p>EK 4.7.C: The Renaissance and the Scientific Revolution The diffusion of Byzantine and Muslim scholarship of Greco-Roman texts to Europe and the discoveries in the Americas contributed to the rise of humanism in the Renaissance, and the use of rationalism and empiricism in understanding the natural world during the Scientific Revolution.</p>
Causes of Atlantic Revolutions	LO 5.1: Examine the relative impact of the Enlightenment, imperial rivalry, and social polarization on the outbreak of revolutions.	<p>EK 5.1.A: The Enlightenment The Enlightenment, characterized by secular thinking and human reasoning, prompted questioning of the role of the church in society and the divine rights of rulers.</p> <p>EK 5.1.B: Imperial rivalry in the Atlantic Imperial rivalry and conflict between European maritime empires created opportunities for independence movements.</p>

Deepening Historical Thinking Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
5.B: Explain how a historical development or process relates to another historical development or process	<p>How or why does the development or process relate to another historical development or process?</p> <p>How or why does the development or process fit into a pattern of continuity or change or change over time?</p>	For example, connect the sources of Byzantine and Muslim (e.g. Averroes) scholarship to Greco-Roman (e.g. Aristotle) texts, and connect the sources to the Enlightenment using patterns of continuity and change over time.	Cognitive Mapping

¹ Reference to Pre-AP World History and Geography: Course Guide

² Reference to AP World History: Modern: Course and Exam Description (Fall 2019)

Honors Seventh Grade Unit 2 Revolutions Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
Causes of Atlantic Revolutions	LO 5.1: Examine the relative impact of the Enlightenment, imperial rivalry, and social polarization on the outbreak of revolutions.	EK 5.1C: Early modern political and social tensions Expanding commerce and literacy as well as the growing middle class led to critiques of social hierarchy and political and clerical privilege
Effects of Atlantic Revolutions	LO 5.2: Describe the long-term social and political impact of the Atlantic Revolutions.	EK 5.2.A: New American states Successful colonial wars of independence led to the creation of new states and the end of Spanish and British empires throughout much of the Americas. EK 5.2.B: The French Revolution The French Revolution and the Napoleonic Empire established a unitary nation-state with a republican constitution, diminished clerical and landed privilege, and provided political power to an emergent bourgeoisie. EK 5.2.C: Nineteenth-century reform movements Atlantic Revolutions inspired abolitionism, nationalism, republicanism, and liberalism; led to movements that eventually ended Atlantic slavery; accelerated the creation and consolidation of nation-states; and democratized political rights.

Deepening Historical Thinking Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
2.C: Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of the sources	Why does the source's point of view, purpose, historical situation, and audience matter? How could a historian use this source to develop an argument? What does the source not tell you?	Ask students to assess the impact of Simon Bolivar's point of view on the tone and content of the "Letter from Jamaica" and explain how his point of view might cause the letter to present an incomplete picture of the historical developments of the time.	Discussion Groups

³ Reference to Pre-AP World History and Geography: Course Guide

⁴ Reference to AP World History: Modern: Course and Exam Description (Fall 2019)

Honors Seventh Grade Unit 3 Industrialization Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
The First Industrial Revolution	LO 5.3: Explain the origins and significance of the first Industrial Revolution.	<p>EK 5.3.A: Origins of the first Industrial Revolution in Great Britain Access to raw materials, a tradition of machine making, surplus labor, and state protections in Great Britain were key factors that resulted in the emergence of factories and ushered in the first Industrial Revolution.</p> <p>EK 5.3.B: Significance of the first Industrial Revolution The first Industrial Revolution utilized inanimate sources of energy and mechanized textile and iron production, increasing manufacturing productivity and consumerism, and accelerating resource extraction.</p> <p>EK 5.3.C: Spread of industrialization The First Industrial Revolution spread from Britain to the United States and parts of northwestern Europe, and by the early 19th century the West had surpassed China in economic production.</p>

Deepening Historical Thinking Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
6.A: Make a historically defensible claim.	<p>What do you know about the development or processes established the prompt?</p> <p>What are your options regarding positions to take?</p>	Provide students with a practice writing prompt, such as Develop an argument that evaluates how industrialization affected Asia after 1830.	Self/Peer Revision

⁵ Reference to Pre-AP World History and Geography: Course Guide

⁶ Reference to AP World History: Modern: Course and Exam Description (Fall 2019)

Honors Seventh Grade Unit 4 Human Movement Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
Consequences of Industrialization	LO 5.7: Explain the social, political, and demographic effects of industrialization in the 19th century.	<p>EK 5.7.A: Social changes within industrial societies Industrialization led to rapid urbanization, new family structures, and new class identities.</p> <p>EK 5.7.B: Political responses to industrialization While Marxist and socialist ideologies and trade unionism arose in response to widening economic and social inequities, many industrialized nations expanded suffrage and political representation in response to the growth of middle-class incomes and influence.</p> <p>EK 5.7.C: Migration in the 19th century Industrialization, cheaper transportation, global agricultural markets, and the abolition of slavery led to mass migrations of Europeans to the Americas, Russians to Central and East Asia, and the global movement of East and South Asian indentured servants.</p>

Deepening Historical Thinking Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
3.A: Identify and describe a claim and/or argument in a text-based or nontext-based source.	What is the author trying to prove in the source?	Ask students to identify Emma Lazarus's argument in the poem from the inscription for the Statue of Liberty, <i>The New Colossus</i> .	Close Reading

⁷ Reference to Pre-AP World History and Geography: Course Guide

⁸ Reference to AP World History: Modern: Course and Exam Description (Fall 2019)

Honors Seventh Grade Unit 5 Age of Imperialism Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
Imperial Expansion in the Late 19th Century	LO 5.5: Describe the continuities and changes in 19th-century imperialism.	<p>EK 5.5.A: New imperialism and the second industrial revolution New imperialism in Africa and Asia was driven by nationalism, Social Darwinism, and economic objectives to secure raw materials and markets associated with the second industrial revolution.</p> <p>EK 5.5.B: The expansion and contraction of overland empires The Russian and Austrian empires expanded as the Ottoman and Qing empires, facing financial, demographic, and political challenges, declined.</p> <p>EK 5.5.C: Neocolonialism in Latin America Britain and the United States practiced economic imperialism in Latin America in order to obtain cheap foodstuffs and raw materials, and to secure markets for the export of manufactured goods.</p>
Reactions to Imperialism	LO 5.6: Compare the responses to imperialism in the 19th century	<p>EK 5.6.A: Violent resistance to imperialism Violent uprisings attempted by colonies and independent nations to stop or reverse the spread of western European imperialism oftentimes failed and resulted in tighter imperial control.</p> <p>EK 5.6.B: Self-rule In settler colonies such as Australia and Canada, local elites obtained dominion status and self-rule, while, in direct-rule colonies such as India, local elites were often co-opted through access to western lifestyles and education.</p> <p>EK 5.6.C: Modernization reform movements The governments of the Ottoman Empire and Qing China enacted programs that aimed to modernize their economies and militaries in efforts to withstand western imperial expansion.</p>

⁹ Reference to Pre-AP World History and Geography: Course Guide

Deepening Historical Thinking Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
Causation	2.i: Describe causes and/or effects of a specific historical development or process.	After reading a historian’s explanation of the concept of nationalism in the 19th and 20th century, have students describe two effects of this development.	Close Reading
Causation	2.ii: Explain the relationship between causes and effects of a specific historical development or process	After students identify and describe the effects of nationalism, ask them to create a flow chart that explains how a cause of the rise of nationalism (like imperialism) might be related to the effects they described	Graphic Organizer
Causation	2.v: Explain the relative historical significance of different causes and/or effects	Have students read an extended excerpt from Usha Mehta’s interview with Uma Shanker about her role in the Quit India Movement, recorded October 30, 1969 and discuss the relative historical significance of nationalism in shaping her words and goals	Socratic Seminar

¹⁰ Reference to AP World History: Modern: Course and Exam Description (Fall 2019)

Honors Seventh Grade Unit 6

The Great War

Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
Origins and Outcomes of World War I in Global Context	LO 6.1: Trace the origins of World War I and its immediate outcomes in global perspective.	<p>EK 6.1.A: The global origins of World War I Nationalism, imperial rivalry, and shifting diplomatic alliances among rival European powers led to the global outbreak and scale of World War.</p> <p>EK 6.1.B: Global fronts and home fronts With increasingly mechanized warfare and an unprecedented number of casualties, World War I was fought between large empires on a number of global fronts, and the superior domestic industrial production of the Allies ultimately helped them win the war.</p> <p>EK 6.1.C: The settlement of World War I The Treaty of Versailles reorganized the defeated landed empires into new nation-states and expanded the victors' maritime empires, factors that contributed to decolonization and the outbreak of World War II.</p>

Deepening Historical Thinking Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
6D: Explain the relative historical significance of a source's credibility and limitations.	<p>How or why is the source's point of view, purpose, historical situation, or audience relevant to the argument?</p> <p>How would this affect the use of the source in developing an argument?</p>	<p>Provide students with a set of four documents with contradictory perspectives on the debate over the outcome of the settlement of World War I.</p> <p>Ask them to examine each document and weigh the relative historical significance and credibility of each.</p> <p>Then have students establish a position on the effects of the peace negotiations through an evaluation of each source's point of view, purpose, historical situation, or audience.</p>	<p>Create Representations Graphic Organizer Think-Pair-Share Quickwrite Self/Peer Revision</p>

¹¹ Reference to Pre-AP World History and Geography: Course Guide

¹² Reference to AP World History: Modern: Course and Exam Description (Fall 2019)

Honors Seventh Grade Unit 7

Global Depression

Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
The Global Economy and the State Between the Wars	LO 6.3: Identify the reasons for the expansion of government power and the emergence of authoritarian regimes in Europe and Japan.	<p>EK 6.3.A: The Depression in global context Burdened by war debt and protectionism, the global economy was further damaged by the 1929 stock market crash and its aftermath, which led to unprecedented levels of unemployment and state interventions in the economy and society.</p> <p>EK 6.3.B: Fascist states in Europe Hostility toward the Treaty of Versailles, unemployment, and weak democratic institutions, led to fascist states in Italy and Germany that gained popular support for extreme nationalism, territorial expansion, and racism.</p> <p>EK 6.3.C: Militarism in Japan The emperor, the military, and the business community reacted to the economic challenges of the Depression by pursuing policies of imperial expansion that exploited weaknesses in the Meiji constitution and undermined recent efforts toward establishing a liberal state.</p>

Deepening Historical Thinking Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
3.C: Compare the arguments or main ideas of two sources or more sources	<p>Identify the argument or main idea in each source.</p> <p>What are the similarities between the arguments or main ideas in each source?</p> <p>What are the differences between the arguments or main ideas in each source?</p>	Have students compare newspaper editorials from a supporter of protectionism and a supporter for free trade to identify and discuss similarities and differences in their arguments.	Fishbowl

¹³ Reference to Pre-AP World History and Geography: Course Guide

¹⁴ Reference to AP World History: Modern: Course and Exam Description (Fall 2019)

Honors Seventh Grade Unit 8

Second World War

Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
World War II and the Origins of the Cold War	LO 6.4: Explain the causes and effects of World War II.	<p>EK 6.4.A: Appeasement and the origins of World War II The appeasement and subsequent expansion of German, Italian, and Japanese empires was the result of U.S. isolationism, economic and political weakness in Britain and France, and the distrust between western democracies and the U.S.S.R.</p> <p>EK 6.4.B: The human tragedies of World War II World War II was the most lethal war in history, with the victims of genocide and ethnic cleansing and the civilian casualties of mass strategic bombing far outnumbering military casualties.</p> <p>EK 6.4.C: The end of World War II and the origins of the Cold War Despite their alliance in the war, significant tensions between the U.S. and the U.S.S.R. during and immediately after World War II led to the Cold War.</p>

Deepening Historical Thinking Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
4.B: Explain how a specific historical development or process is situated within a broader historical context.	<p>Ask students to use historical reasoning to explain how an event relates to a broader process.</p> <p>Why are the events related?</p> <p>How does the relationship help us understand the event we are studying?</p>	<p>Have students examine Ho Chi Minh's Declaration of Independence of the Democratic republic of Vietnam in the context of imperialism and colonial independence movements.</p> <p>Challenge students to explore how events outside of Indochina might help them understand Ho Chi Minh's position.</p>	Socratic Seminar

¹⁵ Reference to Pre-AP World History and Geography: Course Guide

¹⁶ Reference to AP World History: Modern: Course and Exam Description (Fall 2019)

Honors Seventh Grade Unit 9

Cold War

Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
A Global Cold War	LO 6.5: Compare the impact of the Cold War in the developed and the developing worlds	<p>EK 6.5.A: The Cold War in the developed world The ideologically opposed U.S.S.R. and the U.S. built military industrial complexes, alliances in Europe, and nuclear arsenals that kept the world divided but without direct military conflict.</p> <p>EK 6.5.B: The Cold War in the developing world Both the U.S. and U.S.S.R. advocated for the end to Western European empires, sought to build economic and political alliances with postcolonial states, backed rival regimes in the developing world, and sometimes intervened directly in proxy wars.</p> <p>EK 6.5.C: The end of the Cold War Soviet economic deficiencies, its Afghanistan invasion, and the U.S.'s détente with China and accelerated military spending contributed to the ending of the Cold War</p>

Deepening Historical Thinking Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
1.A: Identify a historical concept, development, or process.	<p>Identify the characteristics and traits of a concept, development, or process.</p> <p>What does the historical evidence tell you about a concept, development, or process?</p>	Ask students to read the speeches by Mao Zedong and use a table to identify his policies related to the national economy.	Graphic Organizer

¹⁷ Reference to Pre-AP World History and Geography: Course Guide

¹⁸ Reference to AP World History: Modern: Course and Exam Description (Fall 2019)

Honors Seventh Grade Unit 10 Modern World Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
The Impact of Contemporary Globalization	LO 6.7: Analyze the extent to which contemporary globalization resulted in social, cultural, political, and environmental change.	<p>EK 6.7.A: Environmentalism Global demographic expansion, accelerating consumerism, and the shift of manufacturing to the developing world both impacted the environment and stimulated environmentalism.</p> <p>EK 6.7.B: Income and social inequality Contemporary globalization has generated substantial economic growth, but income and social inequality have continued to increase in most parts of the world.</p> <p>EK 6.7.C: Reactions to globalism Religious fundamentalism and nationalism arose, sometimes in violent forms, in response to rising cultural, economic, and political globalization.</p>

Deepening Historical Thinking Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
6.B: Support an argument using specific and relevant evidence.	<p>Brainstorm relevant evidence that relates to the development or process established in the prompt.</p> <p>Determine whether the evidence supports, refutes, or modifies each of the possible positions.</p>	<p>Provide students with three to four documents* that could be used to support the positions outlined in a sample prompt, such as <i>Evaluate the extent to which globalization produced radical change in political and economic relationships?</i> Ask students to evaluate the evidence using a Venn diagram. They should group the evidence into three categories: evidence that supports the idea that globalization produced a radical change, evidence that the change was not as radical, and evidence that could be used to support both positions. For each piece of evidence, have students write a statement explaining how the evidence supports the position(s).</p>	<p>Graphic Organizer Debate Quickwrite</p>

¹⁹ Reference to Pre-AP World History and Geography: Course Guide

²⁰ Reference to AP World History: Modern: Course and Exam Description (Fall 2019)

Eighth Grade



Integrated Global Studies



8th Grade Arizona History and Social Science Roadmap



Quarter 1			Quarter 2			Quarter 3		Quarter 4		
<p>Unit 1</p> <p>Foundations of Government</p> <p>Compelling Question</p> <p>Why do societies need government?</p>	<p>Unit 2</p> <p>Foundations of the United States Government</p> <p>Compelling Question</p> <p>Does the Constitution guard us against tyranny?</p>	<p>Unit 3</p> <p>Functions & Politics of the U.S. Government</p> <p>Compelling Question</p> <p>What makes the U.S. Government work (or not)?</p>	<p>Unit 4</p> <p>Human Rights</p> <p>Compelling Question</p> <p>What rights should be guaranteed to all persons?</p>	<p>Unit 5</p> <p>Constitutional Rights</p> <p>Compelling Question</p> <p>What is more valuable: Individual rights or the needs of society?</p>	<p>Unit 6</p> <p>Genocide</p> <p>Compelling Question</p> <p>Who should be blamed for genocide?</p>	<p>Unit 7</p> <p>Civil Rights & Social Movements</p> <p>Compelling Question</p> <p>How can I make change in society?</p>	<p>Unit 8</p> <p>Terrorism</p> <p>Compelling Question</p> <p>How does terrorism impact citizen's rights?</p>	<p>Unit 9</p> <p>Economic Systems</p> <p>Compelling Question</p> <p>What is more important - individual freedoms or economic equality?</p>	<p>Unit 10</p> <p>Personal Finance</p> <p>Compelling Question</p> <p>How do I make money work for me?</p>	<p>Unit 11</p> <p>Human-Environment Interaction</p> <p>Compelling Question</p> <p>To what extent can individuals impact environmental problems?</p>
9 weeks			9 weeks			9 weeks		9 weeks		

Honors Eighth Grade Unit 1 Foundations of Government Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
PAU-1: Political systems and regimes reflect the dynamic balance of power between the government and its citizens.	PAU-1.A: Describe differences between regimes, states, nations, and governments.	PAU-1.A.1: Political systems comprise the laws, ideas, and procedures that address who should have authority to rule and what the government’s influence on its people and economy should be. PAU-1.A.3: A regime can be characterized as democratic or authoritarian based on how it sets rules or makes decisions about how to exercise power.

Deepening Disciplinary Practice & Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
1.A: Describe political systems, principles, institutions, processes, policies, and behaviors.	Describe characteristics and traits of terms and concepts. Classify terms and concepts.	Before students can apply their knowledge, they need to demonstrate understanding describing and explaining. Before beginning a deeper discussion on the balance of power between governments and its citizenry, have students describe differences between regimes, states, nations, and government.	Graphic Organizer

²¹ Reference to AP Comparative Government and Politics: Course and Exam Description (Fall 2019)

Honors Eighth Grade Unit 2

Foundations of the United States Government

Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
<p>LOR-1: A balance between governmental power and individual rights has been a hallmark of American political development.</p>	<p>LOR 1.A: Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.</p>	<p>LOR-1.A.1: The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract</p> <p>LOR-1.A.2: The Declaration of Independence, drafted by Jefferson with help from Adams and Franklin, provides a foundation for popular sovereignty, while the U.S. Constitution drafted at the Philadelphia Convention and led by George Washington, with important contributions from Madison, Hamilton, and members of the “Grand Committee,” provides the blueprint for a unique form of political democracy in the U.S.</p>
<p>LOR-1: A balance between governmental power and individual rights has been a hallmark of American political development.</p>	<p>LOR 1.B: Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.</p>	<p>LOR-1.B.1: Representative democracies can take several forms along this scale:</p> <ul style="list-style-type: none"> - Participatory democracy, which emphasizes broad participation in politics and civil society - Pluralist democracy, which recognizes group-based activism by nongovernmental interests striving for impact on political decision making - Elite democracy, which emphasizes limited participation in politics and civil society <p>LOR-1.B.2: Different aspects of the U.S. Constitution as well as the debate between Federalist No. 10 and Brutus No. 1 reflect the tension between the broad participatory model and the more filtered participation of the pluralist and elite models.</p>

Deepening Disciplinary Practice & Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
<p>4.C. Explain how the implications of the author’s argument or perspective may affect political principles, institutions, processes, policies, and behaviors.</p>	<p>What would happen if you followed the author’s advice?</p> <p>How does the author’s position affect an American political principle, institution, process, policy, or behavior?</p>	<p>Challenge students to determine how Madison’s argument in Federalist No. 10 affected the political processes and institutions that led to the ratification of the Constitution.</p>	<p>Discussion Group</p> <p>Socratic Seminar</p>

²² Reference to AP U.S. Government and Politics: Course and Exam Description (Fall 2019)

Honors Eighth Grade Unit 3 Functions & Politics of the U.S. Government Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
PMI-1: The Constitution created a competitive policy making process to ensure the people’s will is represented and that freedom is preserved.	PMI-1.A: Explain the constitutional principles of separation of powers and “checks and balances.”	PMI-1.A.1: The powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the Constitution. PMI-1.A.2: Federalist No. 51 explains how constitutional provisions of separation of powers and checks and balances control abuses by majorities.
PMI-1: The Constitution created a competitive policy making process to ensure the people’s will is represented and that freedom is preserved.	PMI-1.B: Explain the implications of separation of powers and “checks and balances” for the U.S. political system.	PMI-1.B.1: Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances. PMI-1.B.2: Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances

Deepening Disciplinary Practice & Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
4.A. Describe the author’s claim(s), perspective, evidence, and reasoning.	Who is the author? What is the author’s perspective? Why did the author write this? What do I know about the author and what the author thinks about government and political principles? What is the author’s argument? What evidence does the author use to support the argument? What reasoning does the author use to justify the argument?	Lead students on a close reading of <i>Federalist No. 51</i> . Ask them to identify the author, his perspective, and his argument. Then ask students to identify what evidence and reasoning Madison provides in support of his argument.	Close Reading Critique Reasoning Jigsaw

²³ Reference to AP U.S. Government and Politics: Course and Exam Description (Fall 2019)

Honors Eighth Grade Unit 4 Human Rights Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
SIO: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization	U9E: Explain how social categories, roles, and practices have been maintained and challenged over time.	<p>KC-6.3.III.i: Rights-based discourses challenged old assumptions about race, class, gender, and religion.</p> <p>KC-6.3.III.ii: In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion.</p> <p>KC-6.3.II.C.i: Movements throughout the world protested the inequality of the environmental and economic consequences of global integration.</p>

Deepening Disciplinary Practice & Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
Explain possible limitations of the data provided.	<p>What does this data not tell you?</p> <p>What do you know about the group or organization that provided the data?</p> <p>How does that knowledge influence the conclusions you can draw from the data?</p>	Lead students to analyze possible limitations of the data that is represented, such as looking at economic liberalization policies without showing a variety of factors (economic development, economic growth, human development, wealth, or inequality) to highlight consequences.	<p>Look for a Pattern</p> <p>Create Representations</p> <p>Discussion Groups</p>

²⁴ Reference to AP World History: Course and Exam Description (Fall 2019)

Honors Eighth Grade Unit 5 Constitutional Rights Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
LOR-2.A: Explain how the U.S. Constitution protects individual liberties and rights.	LOR-2.A: Explain how the U.S. Constitution protects individual liberties and rights.	LOR-2.A.1: The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights. LOR-2.A.2: Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference. LOR-2.A.3: The application of the Bill of Rights is continuously interpreted by the courts.
	LOR-2.B: Describe the rights protected in the Bill of Rights	LOR-2.B.1: The Bill of Rights consists of the first ten Amendments to the Constitution, which enumerate the liberties and rights of individuals.

Deepening Disciplinary Practice & Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case.	Find relevant, specific categories to compare two Supreme Court cases. Using those categories, explain the similarities and differences between the details of the cases and the decisions of the Supreme Court. Identify the constitutional principle on which the decisions were based. Identify the majority opinions in the cases. Identify the reasoning behind the majority opinions. Compare the reasoning behind the majority opinions of the two cases	Ask students to compare a required Supreme Court case, such as <i>Engel v. Vitale</i> , and a non-required but similar case, such as <i>Town of Greece, NY v. Galloway</i> . Have students identify and describe in detail the similarities and differences in these cases. Students should recognize that both cases were based on the establishment clause from the First Amendment, but that the Supreme Court's decisions were different. They should also be able to explain why the Court found differently in <i>Greece v. Galloway</i> .	Look for a Pattern Debate Cognitive Mapping

²⁵ Reference to AP U.S. Government and Politics: Course and Exam Description (Fall 2019)

Honors Eighth Grade Unit 6 Genocide Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
SIO: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization	U7H: Explain the various causes and consequences of mass atrocities in the period from 1900 to the present.	KC-6.2.III.C: The rise of extremist groups in power led to the attempted destruction of specific populations, notably the Nazi killing of the Jews in the Holocaust during World War II, and to other atrocities, acts of genocide, or ethnic violence.

Deepening Disciplinary Practice & Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
Comparison	1.ii: Explain relevant similarities and/or differences between specific historical developments and processes	After students identify similarities and differences of atrocities, acts of genocide, and ethnic violence, discuss these similarities and differences in class and have students explain why these similarities and differences exist.	Guided Discussion
Continuity and Change	3.i: Describe patterns of continuity and/or change over time	Give students a range of years, 1900–2020, and ask them to describe three aspects of acts of genocide that changed in those years and three aspects that did not.	Think-Pair-Share

²⁶ Reference to AP World History: Modern: Course and Exam Description (Fall 2019)

Honors Eighth Grade Unit 7 Civil Rights and Social Movements Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
PRD-1: The Fourteenth Amendment’s equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality	PRD-1.A: Explain how constitutional provisions have supported and motivated social movements.	<p>PRD-1.A.1: Civil rights protect individuals from discrimination based on characteristics such as race, national origin, religion, and sex; these rights are guaranteed to all citizens under the due process and equal protection clauses of the U.S. Constitution, as well as acts of Congress.</p> <p>PRD-1.A.2: The leadership and events associated with civil, women’s, and LGBT rights are evidence of how the equal protection clause can support and motivate social movements, as represented by:</p> <ul style="list-style-type: none"> -Dr. Martin Luther King’s “Letter from a Birmingham Jail” and the civil rights movement of the 1960s -The National Organization for Women and the women’s rights movement

Deepening Disciplinary Practice & Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
Students will need to demonstrate their knowledge of course concepts.	Describe the perspective of a source or author. Describe assumptions and/or reasoning of a source or author.	Describe Dr. King’s reasoning in “Letter from a Birmingham Jail.”	Guided Reading
Students will need to explain causes and effects of political principles, institutions, processes, policies, and behaviors	Explain the significance of causes and/or effects. Explain implications of change over time.	Explain how the makeup of the Supreme Court and public opinion has led to the expansion and contraction of civil rights over time.	Debriefing Jigsaw

²⁷ Reference to AP U.S. Government and Politics: Course and Exam Description (Fall 2019)

Honors Eighth Grade Unit 8

Terrorism

Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
NAT: The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.	U5L: Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.	KC-5.3.II.E: Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.
WOR: Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.	U9F: Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.	KC-9.3.II.B: The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.

Deepening Disciplinary Practice & Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
6.B Support an argument using specific and relevant evidence.	Brainstorm relevant evidence that relates to the development or process established in the prompt. Hone your initial list of evidence by describing specific examples that support the argument.	Provide students with three to four documents* that could be used to support the positions outlined in a sample prompt, such as Evaluate the extent to which Reconstruction produced a radical change in the lives of African Americans. Ask students to evaluate the evidence using a Venn diagram. They should group the evidence into three categories: evidence that supports the idea that Reconstruction was a radical change, evidence that the change was not as radical, and evidence that could be used to support both positions. For each piece of evidence, have students write a statement explaining how the evidence supports the position(s).	Graphic Organizer

²⁸ Reference to AP U.S. Government and Politics: Course and Exam Description (Fall 2019)

Honors Eighth Grade Unit 9 Economic Systems Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
IEF-3: Economic globalization and economic liberalization have positively and negatively affected political policies and behaviors.	IEF-3.A: Explain how global economic and technological forces influence political policies, behaviors, and culture.	IEF-3.A.1: Economic globalization—including economic networks that are growing more interconnected, a worldwide market with actors unconstrained by political borders, and a reduction in state control over economies—has deepened cross-national connections among workers, goods, and capital and has caused challenges for regime and cultural stability.

Deepening Disciplinary Practice & Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
4.A: Describe the author’s claim(s), perspective, evidence, and reasoning.	Who is the author? What is the author’s perspective? Why did the author write this? What do you know about the author and what the author thinks about government and political principles? What is the author’s argument? What evidence does the author use to support the argument? What reasoning does the author use to justify the argument?	Lead students on a close reading of the open letter “To the Youth in Europe and North America” by Ayatollah Ali Khamenei. Ask them to identify the author, his perspective, and his argument. Then ask students to identify what evidence and reasoning is provided in support of his argument.	Close Reading Critique Reasoning

²⁹ Reference to AP U.S. Comparative Government and Politics: Course and Exam Description (Fall 2019)

Honors Eighth Grade Unit 10 Personal Finance Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
POL-5: Market outcomes can result in income inequality	POL-5.B: Explain sources of income and wealth inequality.	POL-5.B.2: Sources of income and wealth inequality include differences in tax structures (progressive and regressive tax structures), human capital, social capital, inheritance, effects of discrimination, access to financial markets, mobility, and bargaining power within economic and social units (firms, labor unions, and families).

Deepening Disciplinary Practice & Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
4.B Demonstrate your understanding of a specific economic situation on an accurately labeled graph or visual.	How do you represent this specific economic situation on your graph?	Ask students to draw a graph representing different interest rates over a 5, 15, and 30 year time span for a house.	Graph Practice Modeling

³⁰ Reference to AP Microeconomics-: Couse and Exam Description (Fall 2019)

Honors Eighth Grade Unit 11 Human-Environment Interaction Deepening Content Knowledge

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
PSO-2: Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.	PSO-2.D: Explain how population distribution and density affect society and the environment.	PSO-2.D.1: Population distribution and density affect political, economic, and social processes, including the provision of services such as medical care. PSO-2.D.2: Population distribution and density affect the environment and natural resources; this is known as carrying capacity.
IMP-5: Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.	IMP-5.A: Explain how agricultural practices have environmental and societal consequences.	IMP-5.A.1: Environmental effects of agricultural land use include pollution, land cover change, desertification, soil salinization, and conservation efforts. IMP-5.A.2: Agricultural practices—including slash and burn, terraces, irrigation, deforestation, draining wetlands, shifting cultivation, and pastoral nomadism—alter the landscape. IMP-5.A.3: Societal effects of agricultural practices include changing diets, role of women in agricultural production, and economic purpose.

Deepening Disciplinary Practice & Skills

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
2.A: Describe spatial patterns, networks, and relationships.	What are spatial patterns, networks, and relationships?	Using maps or quantitative or geospatial data about a topic such as population distribution, ask students to describe spatial patterns.	Look for a Pattern
3.B: Describe spatial patterns presented in maps and in quantitative and geospatial data.	What patterns can you identify from the data?	Ask students to describe patterns in the data, such as land-use patterns and practices in different agricultural production regions	Look for a Pattern

³¹ Reference to AP Human Geography: Course and Exam Description (Fall 2019)