

Social Studies Curriculum

Grade Level: 7th Grade

Focus: Principals of Historical Scholarships

Time Frame: August/September

Illinois Learning Standards:

16A: Apply the skills of historical analysis and interpretation.

16D: Understand Illinois, United States and world social history.

17A: Locate, describe and explain places, regions and features on the Earth.

17B: Analyze and explain characteristics and interactions of the Earth's physical systems.

17C: Understand relationships between geographic factors and society.

17D: Understand the historical significance of geography.

18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

18B: Understand the roles and interactions of individuals and groups in society.

18C: Understand how social systems form and develop over time.

Essential Question(s):

1. What methods do historians use to research the past and understand the interactions of different groups?

Understanding(s):

1. Students will gain understanding of the essential principals of historical research and analysis.
2. Students will understand how to complete research on various parts of history.
3. Students will understand the difference between longitude and latitude.
4. Students will understand the various features of the Earth.
5. Students will understand the different types of maps available.

The Student Will Be Able To:

1. Identify and describe historical periods.
2. Explain methods of research.
3. Define, compare, and analyze primary and secondary sources.
4. Conclude the types of things history can tell us about the past.
5. Explain the ways people interact with their natural environments.
6. Identify types and uses of maps.
7. Use latitude and longitude to find exact locations.
8. Identify and describe regions and features of the Earth.
9. Conclude how geography helps to understand history

Social Studies Curriculum

Grade Level: 7th^t Grade

Focus: American Heritage

Time Frame: September/October

Illinois State Standards:

14A: Understand and explain basic principles of the United States government.

15A: Understand how different economic systems operate in the exchange, production, distribution and consumptions of goods and services.

15B: Understand that scarcity necessitates choices by consumers.

15C: Understand that scarcity necessitates choices by producers.

15D: Understand trade as an exchange of goods or services.

16A: Apply skills of historical analysis and interpretation.

16B: Understand the development of significant political events.

16C: Understand the development of economics systems.

16D: Understand Illinois, United States and world social history.

17A: Locate, describe and explain places, regions and features on the Earth.

17B: Analyze and explain characteristics and interactions of the Earth's physical systems.

17C: Understand relationships between geographic factors and society.

17D: Understand the historical significance of geography.

18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

18B: Understand the roles and interactions of individuals and groups in society.

18C: Understand how social systems form and develop over time.

Essential Question(s):

1. What caused different groups to come to the Americas?
2. What were the outcomes of the interactions of these groups?

Understanding(s):

1. Students will gain understandings of migration and cultural interaction.
2. Students will develop and understanding of how people of early times adapted to environments.
3. Students will understand the difference in the life in Europeans colonies.
4. Students will understand the history of slave trade.

The Student Will Be Able To:

1. Explain where the first people to reach America came from.
2. Describe how early people adapted to their environments.
3. Explain why different cultures developed in the Americas.
4. Locate, Identify, and describe the great civilizations of Americas.
5. Conclude the importance of the 1492 encounter between Europeans and Native Americans.
6. Identify and explain the factors that led Europeans to the Americas.
7. Identify the European countries that competed for lands in Americas.
8. Describe how Europeans interacted with Native American empires.
9. Compare and contrast life in European colonies.
10. Explain the history of slave trade.
11. Explain how the arrival of Europeans affected Native Americas.
12. Describe the foundations of representative government.
13. Conclude the outcomes of interactions between Native Americans and Europeans.

Social Studies Curriculum

Grade Level: 7th Grade

Focus: Reconstruction

Time Frame: November/December

Illinois Learning Standards:

14A: Understand and explain basic principles of the United States government.

14F: Understand the development of United States political ideas and traditions.

15A: Understand how different economic systems operate in the exchange, production, distribution and consumptions of goods and services.

15B: Understand that scarcity necessitates choices by consumers.

15C: Understand that scarcity necessitates choices by producers.

15D: Understand trade as an exchange of goods or services.

15E: Understand United States foreign policy as it relates to other nations and international issues.

16A: Apply skills of historical analysis and interpretation.

16B: Understand the development of significant political events.

16C: Understand the development of economics systems.

16D: Understand Illinois, United States and world social history.

17A: Locate, describe and explain places, regions and features on the Earth.

17C: Understand relationships between geographic factors and society.

17D: Understand the historical significance of geography.

18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

18B: Understand the roles and interactions of individuals and groups in society.

18C: Understand how social systems form and develop over time.

Essential Question:

1. What was life like in the 13 Colonies?
2. Why did the 13 Colonies seek independence from England?

Understandings:

1. Students will gain understanding of the diversity of the colonies and the motivations that drove the colonies to seek independence from Great Brittan.
2. Students will understand that there is a difference in roles of individuals and groups in society.
3. Students will understand how to use different resources to research and culture, government and economy.
4. Students will gain an understanding of what British taxes were.

The Student Will Be Able To:

1. Identify the factors that led English colonists to come to the Americas.
2. Identify the role of religion in the foundation of English colonies.
3. Locate, identify, and describe the culture, government, and economy of the New England, Middle, and Southern colonies.
4. Compare and contrast life in the different colonies.
5. Explain why and the degree to which slavery became important in different colonies.
6. Identify and describe the rights of different people in the English colonies.
7. Explain the history of education in the colonies.
8. Describe how the Great Awakening and other cultural events spread new ideas throughout the colonies.
9. Explain how colonists interacted with Native Americans.
10. Explain why the British and French went to war.
11. Describe the outcome of the French and Indian War.
12. Describe how colonists protested British taxes.
13. Identify the causes and effects of the Boston Massacre and Boston Tea Party.
14. Explain taxation.
15. Describe why English colonists protested taxes.
16. Conclude what factors led English colonists to seek independence.

Social Studies Curriculum

Grade Level: 7th Grade

Focus: American Revolution

Time Frame: January/February

Illinois Learning Standards:

16A: Apply skills of historical analysis and interpretation.

16D: Understand Illinois, United States and world social history.

17A: Locate, describe and explain places, regions and features on the Earth.

17B: Analyze and explain characteristics and interactions of the Earth's physical systems.

17C: Understand relationships between geographic factors and society.

17D: Understand the historical significance of geography.

18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

18B: Understand the roles and interactions of individuals and groups in society.

18C: Understand how social systems form and develop over time.

Essential Question(s):

1. How revolutionary was the American Revolution?

Understanding(s):

1. Students will gain understanding of the social, cultural, political and economic changes that resulted from the American Revolution.

The Student Will Be Able To:

1. Explain how Americans pursued both war and peace.

2. Identify and describe the advantages of the British and Continental Army.
3. Explain how the pamphlet Common Sense influenced the colonies.
4. Summarize the main ideas of the Declaration of Independence.
5. Compare and contrast the reactions to the Declaration of Independence.
6. Identify, describe, and sequence the important battles of the American Revolution.
7. Describe what life was like for different groups (soldiers, patriots, loyalists, women, and African Americans) during the American Revolution.
8. Conclude why so many soldiers quit at Valley Forge.
9. Describe how and why the colonists sought support from foreign nations.
10. Describe the reasons why colonists were able to win the war.
11. Explain the terms of the Treaty of Paris.
12. Conclude how the Revolutionary War changed life in the colonies.

Social Studies Curriculum

Grade Level: 7th Grade

Focus: United States Constitution

Time Frame: February/March

Illinois Learning Standards:

- 14A: Understand and explain basic principles of the United States government.
- 14B: Understand the structures and functions of the political systems of Illinois, the United States and other nations.
- 14C: Understand election processes and responsibilities of citizens.
- 14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.
- 14E: Understand United States foreign policy as it relates to other nations and international issues.
- 14F: Understand the development of United States political ideas and traditions.
- 15A: Understand how different economic systems operate in the exchange, production, distribution and consumptions of goods and services.
- 16A: Apply skills of historical analysis and interpretation.
- 16B: Understand the development of significant political events.
- 16C: Understand the development of economics systems.
- 16D: Understand Illinois, United States and world social history.
- 17A: Locate, describe and explain places, regions and features on the Earth.
- 18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
- 18B: Understand the roles and interactions of individuals and groups in society.
- 18C: Understand how social systems form and develop over time.

Essential Question(s):

1. What are the goals, principles and functions of American Constitutional Government?

Understanding(s):

1. Students will gain understanding of their rights and responsibilities as citizens in a democratic society.

The Student Will Be Able To:

1. Outline ideas that guided new state governments.
2. Explain the principles and powers of the Articles of Confederation
3. Describe the problems the nation faced as a result of the Articles of Confederation.
4. Identify the major figures that attended the Constitution Congress.
5. Compare and contrast the New Jersey Plan and the Virginia Plan.
6. Explain how the Great Compromise satisfied both plans.
7. Summarize the compromise made on the issue of slavery.
8. Describe the ideas that shape the United States Constitution.
9. Explain federalism and the division of government into levels.
10. Explain separation of powers and the branches of government.
11. List the rights protected by the Bill of Rights.
12. Conclude the constitutional protects the basic rights of people.
13. Describe the electoral process.
14. Identify electoral officials and explain their responsibilities.
15. List the rights of citizens.
16. List the responsibilities of citizens

Social Studies Curriculum

Grade Level: 7th Grade

Focus: Political Change, Expansion, and Industrialization

Time Frame: March/April

Illinois Learning Standard

- 14A: Understand and explain basic principles of the United States government.
- 14B: Understand the structures and functions of the political systems of Illinois, the United States and other nations.
- 14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.
- 14E: Understand United States foreign policy as it relates to other nations and international issues.
- 14F: Understand the development of United States political ideas and traditions.
- 15A: Understand how different economic systems operate in the exchange, production, distribution and consumptions of goods and services.
- 15E: Understand United States foreign policy as it relates to other nations and international issues.
- 16A: Apply skills of historical analysis and interpretation.
- 16B: Understand the development of significant political events.
- 16C: Understand the development of economics systems.
- 16D: Understand Illinois, United States and world social history.
- 17A: Locate, describe and explain places, regions and features on the Earth.
- 17C: Understand relationships between geographic factors and society.
- 18B: Understand the roles and interactions of individuals and groups in society.
- 18C: Understand how social systems form and develop over time.

Essential Question(s):

1. How did the United States Change politically, socially, and culturally during the 1800s?

Understanding(s):

1. Students will gain understanding of the ways in which manifest destiny, political parties, and the Industrial Revolution transformed society.

The Student Will Be Able To:

1. Explain the powers of the presidency.
2. Describe how political parties developed.
3. Describe Alexander Hamilton's economic plan for the country.
4. Conclude the impact newspapers had on politics.
5. Explain why the Alien and Sedition acts outraged many Americans.
6. Explain the importance of Marbury v. Madison.
7. Identify the achievements of Louis and Clark.
8. Describe how the Louisiana Purchase expanded America.
9. Explain how overseas trade grew in the late 1700s.
10. Describe the series of events leading to the war of 1812.
11. Explain the results of the war.
12. Identify and describe the Industrial Revolution.
13. Explain the effects of industrialization.
14. Identify how political rights changed in the 1820s and 1830s.
15. Identify and explain the patronage system
16. Explain why Native Americans were forced to leave their lands and live on reservations.
17. Conclude the importance of the Monroe Doctrine.
18. List and describe the events leading to the Mexican American War.
19. Explain reasons why Americans moved west.

Social Studies Curriculum

Grade Level: 7th Grade

Focus: A Diving Nation

Time Frame: April/May/June

Illinois Learning Standards:

- 14A: Understand and explain basic principles of the United States government.
- 14B: Understand the structures and functions of the political systems of Illinois, the United States and other nations.
- 14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.
- 14F: Understand the development of United States political ideas and traditions.
- 15A: Understand how different economic systems operate in the exchange, production, distribution and consumptions of goods and services.
- 15D: Understand trade as an exchange of goods and services.
- 15E: Understand United States foreign policy as it relates to other nations and international issues.
- 16A: Apply skills of historical analysis and interpretation.
- 16B: Understand the development of significant political events.
- 16C: Understand the development of economics systems.
- 16D: Understand Illinois, United States and world social history.
- 16E: Understand Illinois, United States and world environmental history.
- 17A: Locate, describe and explain places, regions and features on the Earth.
- 17C: Understand relationships between geographic factors and society.
- 17D: Understand the historical significance of geography.
- 18A: Compare characteristics of culture as reflected in language, literature the arts.
- 18B: Understand the roles and interactions of individuals and groups in society.
- 18C: Understand how social systems form and develop over time.

Essential Question(s):

1. What social political and economic developments caused the division between North and South?

Understanding(s):

1. Students will gain an understanding of the growing political, social, and economic changes that resulted in the division between the North and South.

The Student Will Be Able To:

1. Compare and contrast states' rights and national authority.
2. Conclude the problems of the nullification crisis.
3. Describe how new inventions changed manufacturing in the North.
4. Identify reasons that caused northern workers to organize.
5. Give reasons for emigration to the North.
6. Describe the economy of the South.
7. Explain the social and economic systems of slavery.
8. Describe life under slavery.
9. Compare and contrast life in the North and South.
10. List and describe the social, political, and economic factors that led to the division between the North and South.