

<b>Select a Course:</b>	Social Studies Grade 7
<b>Teacher:</b>	CORE Social Studies Grade 7
<b>Course:</b>	Social Studies Grade 7
<b>Year:</b>	2016-17
<b>Months:</b>	- All -

August	<b>Grade 7 SS Thirteen Colonies</b>			
	<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Standards</b>	<b>Knowledge &amp; Skills</b>
<ul style="list-style-type: none"> <li>Colonists moved away from Britain because they were in search of economic opportunities and freedom of religion.</li> <li>People from various cultural groups have shaped the history of the United States.</li> <li>Trade affected the economy of the thirteen colonies.</li> <li>The Triangular Trade route between Africa, Britain, and the thirteen colonies forced the movement of African people as slave trade.</li> </ul>	<ul style="list-style-type: none"> <li>How did the encounter between native and non-native peoples shape early colonization?</li> <li>Why did Europeans want to settle in the Americas?</li> <li>Why were enslaved Africans brought to the colonies?</li> <li>Why did different European nations want to control North America and the Caribbean?</li> <li>Why was life different from one colony to another?</li> </ul>	<ul style="list-style-type: none"> <li>7.SS.PS.5 - Recognize the significance of cultural diversity in the social history of the United States.</li> <li>7.SS.PS.7 - Identify how the natural environment influences the location of certain human activities.</li> <li>7.SS.PSY.5 - Summarize an individual's or group's motivation for participating in the shaping of public policy.</li> <li>7.SS.H.2 - Analyze the significance of cultural diversity in the social history of the United States.</li> <li>7.SS.H.6 - Identify significant persons and events using a variety of primary and secondary sources.</li> <li>7.SS.G.1 - Demonstrate understanding of legend and key and use longitude and latitude on a map.</li> <li>IL.SEL.6-8.2.B.3a - Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</li> <li>IL.SEL.6-8.2.C.3b - Demonstrate cooperation and teamwork to promote group effectiveness.</li> <li>WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</li> <li>WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ul>	<ul style="list-style-type: none"> <li>Students should know the countries from Europe that colonized North America</li> <li>Students should know religious freedoms sought by early colonists</li> <li>Students should know different regions of the 13th colonies and main cash crops</li> <li>Students should know colonial regional trade routes with Western Africa and European countries</li> <li>Students will be able to identify nationalities/countries that controlled different regions of North American Eastern Coast.</li> <li>Students will be able to debate religious freedoms created by the individual colonies once separated from original countries.</li> <li>Students will be able to explain Triangular trade and the economies</li> </ul>	<ul style="list-style-type: none"> <li>13 Colonies</li> <li>colonist</li> <li>treason</li> <li>absolute monarch</li> <li>rebellion</li> <li>propaganda</li> <li>repeal</li> <li>seize</li> <li>Petition</li> <li>Boycott</li> </ul>

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November	<h3>🏠 Grade 7 SS Prelude to War and Rev War</h3> <table border="1"> <thead> <tr> <th>Enduring Understandings ✕</th> <th>Essential Questions ✕</th> <th>Standards ✕</th> <th>Knowledge &amp; Skills ✕</th> <th>Academic Language ✕</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>🏠 Specific individuals that had a profound impact on history.</li> <li>🏠 Revolutions are caused by social, economic, and political inequalities.</li> <li>🏠 Revolutions have outcomes that affect both the local and global communities.</li> <li>🏠 Democratic values and principles led some colonists to declare independence from England and create a government for their new country</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>🏠 What conflicting ideas led to the Revolutionary War?</li> <li>🏠 What were the hopes and fears of the colonists?</li> <li>🏠 How did the Revolutionary War shape our country?</li> </ul> </td> <td> <p>7.SS.PS.4 - Identify barriers to trade and explain why national relations create barriers to trade.</p> <p>7.SS.PS.8 - 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December

**Grade 7 SS U.S. and Illinois Constitutions**

<b>Enduring Understandings</b> ✕	<b>Essential Questions</b> ✕	<b>Standards</b> ✕	<b>Knowledge &amp; Skills</b> ✕	<b>Academic Language</b> ✕
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- Origins and Struggles of the first Constitution
- Development of the Bill of Rights
- The federal government and the state government share powers.
- The U.S. government has an organizational structure.
- The powers of the federal government are separated among the branches.
- The system of checks and balances limits the power of the federal government.
- The president, members of Congress and Supreme Court justices come to power in different ways.
- Reasoning and understanding of the 27 amendments
- There are similarities and difference between the State and Federal Government

- What is the purpose of government?
- What problems faced the writers of the Constitution?
- How have our political ideas and traditions evolved from the Constitution and Bill of Rights and our amendments?
- What guaranteed freedoms are given to the people?
- How is the federal government organized?
- How do leaders in our government come to power?
- How are the powers of the federal government separated among the branches?
- How does the system of checks and balances limit the power of each of the branches?
- How do the president, members of Congress, and the Supreme Court come to power?
- How do the federal government

- 7.SS.PS.1 - Analyze how state and national governments serve the purposes for which they were created.
- 7.SS.PSY.2 - Summarize the historical development of rights and responsibilities, which are contained within the Bill of Rights and later amendments to the United States Constitution.
- 7.SS.PSY.6 - Summarize the historical influences on the development of political ideas and practices as listed in the Declaration of Independence, the United State Constitution, the Bill of Rights, and the Illinois Constitution.
- IL.SEL.6-8.3.A.3b - Analyze the reasons for school and societal rules.
- IL.SEL.6-8.3.C.3b - Evaluate one's participation in efforts to address an identified need in one's local community.
- WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- Students will know the foundation that built the US Constitution.
- Students will know the structure of Articles 1, 2 and 3.
- Students will know checks and balances.
- Students will know amendments.
- Students will know the differences between the separate branches of the US constitution and the Illinois Constitution.
- Students will be able to identify the weaknesses of the Article of Confederation and apply these to what needed to be strengthen within the US Constitution.
- Students will be able to identify how the three branches of the US constitution interact with each other.
- Students will be able to identify the reason for

- Legislative Branch
- Executive Branch
- Judicial Branch
- separation of powers
- amend
- Preamble
- Senate
- House of Representatives
- checks and balances
- bill
- veto
- override
- impeach
- naturalize
- citizen
- Vice President
- order of succession
- term
- appointment
- democracy

		and state government share power?		amendments to be added to the original US Constitution.	
				Students will be able to discuss the variations between the two constitutions.	
January	<b>Enduring Understandings</b> ✕	<b>Essential Questions</b> ✕	<b>Standards</b> ✕	<b>Knowledge &amp; Skills</b> ✕	<b>Academic Language</b> ✕
February	<b>Grade 7 SS Westward Expansion</b>				
	<b>Enduring Understandings</b> ✕	<b>Essential Questions</b> ✕	<b>Standards</b> ✕	<b>Knowledge &amp; Skills</b> ✕	<b>Academic Language</b> ✕
	There were different motivations for western expansion including religious, economic, political, and social factors. Different social, ethnic, political, and economic groups faced difficulties and conflicts that helped shape our country's democracy. Many pioneers had naïve ideas and limited knowledge about the real opportunities, challenges, and difficulties facing them in the process of moving westward. The transcontinental railroad, mining, cattle industry, and the settlement of the West had a negative effect on the Native Americans, as well as negative effect on the environment. Manifest Destiny led to conflict between cultures.	How did Western Expansion affect and shape American Democracy? Why does man always look for new challenges and frontiers? How did the opening and closing of the western frontier impact political and cultural life in the United States? What group of people experienced the greatest lifestyle change as a result of Western Expansion?	7.SS.PS.1 - Analyze how state and national governments serve the purposes for which they were created. 7.SS.PS.3 - Explain how technological changes have lead to new and/or improved products and how these changes impact society. 7.SS.PS.4 - Identify barriers to trade and explain why national relations create barriers to trade. 7.SS.PS.5 - Recognize the significance of cultural diversity in the social history of the United States. 7.SS.PS.7 - Identify how the natural environment influences the location of certain human activities. 7.SS.PS.8 - Describe how geography has influenced the development of the United States. IL.SEL.6-8.1.B.3a - Analyze how personal qualities influence choices and successes. IL.SEL.6-8.1.C.3a - Set a short-term goal and make a plan for achieving it. WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Students will know economical impact on the US as a whole, as individual states. Students will know political decisions behind the Louisiana Purchase. Students will know the explorations and discoveries of Lewis and Clark and the impact on the US Students will know how the Gold Rush established California. Students will be able to analyze primary sources focused on Gold Rush news headlines, photographs and maps. Students will be able to debate Manifest Destiny and the importance of Westward Expansion to the US. Students will be	expedition Oregon Trail pioneer annex cede

				able to discuss/debate Indian and foreign relations developed throughout Westward Expansion.	
March	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
April	<p> <b>Grade 7 SS Prelude and Civil War Unit</b></p>				
	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
	<p> Students will know the North's and South's leaders and strategies used to battle.</p> <p> Students will know the strengths and weaknesses of the North and South.</p> <p> Students will understand the factors that lead to the North winning the Civil War.</p> <p> Students will understand the global impact of the U.S. Civil War.</p>	<p> Was the Civil War worth its costs?</p> <p> Was it possible to have a peace of reconciliation after the Civil War?</p> <p> Was slavery the primary cause of the Civil War?</p> <p> Can legislative compromises and/or Supreme Court solve/settle moral issues?</p>	<p>7.SS.E.1 - Explain that consumer demand determines what producers will produce in a market economy.</p> <p>7.SS.E.2 - Explain how technological changes have led to new and improved products.</p> <p>7.SS.G.1 - Demonstrate understanding of legend and key and use longitude and latitude on a map.</p> <p>7.SS.G.5 - Describe how legacies of the past have affected past and present human characteristics of places.</p> <p>7.SS.G.6 - Analyze the effects of a significant invention or technological innovation on the physical and cultural environment of one of the world's regions.</p> <p>IL.SEL.6-8.2.B.3a - Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</p> <p>WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p> Students will know factors that lead to the secession of the southern states.</p> <p> Students will know advantages and disadvantages of both parties involved in the Civil War.</p> <p> Students will know economic factors involved in the South seceding.</p> <p> Students will be able to interpret Battle Maps, charts and boundaries related to states.</p> <p> Students will be able to explain why the North won the war.</p>	<p> telegraph</p> <p> locomotive</p> <p> discrimination</p> <p> cotton gin</p> <p> Underground Railroad</p> <p> secede</p> <p> fugitive</p> <p> civil war</p> <p> emancipate</p> <p> draft</p>
May	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
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