

Social Studies 7: The Interconnected World and Early America

CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Social Studies</i>	<i>1 year</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>7</i>	<i>2021</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>N/A</i>	<i>July 2021</i>

PRIMARY RESOURCE if applicable

"The use of primary and secondary sources are built in each unit to support the priority standards. The inquiry priority standards require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions

-and-

Discovery Education, approved and adopted 6/13/17

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

7th Grade Social Studies: The Interconnected World and Early America

7th grade Social Studies historians learn how contributions of early life in America impact societies, both past and present in our interconnected world. Through the integrated study of economics, geography, history, political science and the behavioral sciences, students apply skills of inquiry, collaboration, decision making and problem solving. The curriculum covers United States history from colonial times through Reconstruction.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CULTURE: Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.	What is culture? What roles does culture play in human and societal development?
TIME, CONTINUITY, AND CHANGE: Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.	Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	How do geography, climate, and resources affect the way people live and work?
INDIVIDUAL DEVELOPMENT AND IDENTITY: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.	How do individuals develop over time? How do external factors influence our identity and behavior?
INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.	How am I influenced by institutions? How do institutions change? What is my role in institutional change?
POWER, AUTHORITY, AND GOVERNANCE: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.	How do different political and economic systems affect civic life?
PRODUCTION, DISTRIBUTION, AND CONSUMPTION:	What impacts a person's way of life or standard of living?

People have wants that often exceed the limited resources available to them.	How do scarcity and competition influence decision-making at the personal, business, and government levels?
	What is the relationship between decision-making and economic outcomes?
SCIENCE, TECHNOLOGY, AND SOCIETY: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.	How do technology influence social and cultural change in a global society?
GLOBAL CONNECTIONS: Global connections have intensified and accelerated the changes faced at the local, national, and international levels.	How does diversity impact society?
CIVIC IDEALS AND PRACTICE: Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.	What knowledge and skills are needed to participate effectively in our political system?
	What is the role of the citizen in the community and the nation, and as a member of the world community?
PRIORITY CONTENT STANDARDS	PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS
Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)	Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources
Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.	Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.
Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)	Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .
Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)	
Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.	

Early America	
ESSENTIAL QUESTION	
Why is the past important to us today? How do geography, climate, and resources affect the way people live and work? How do external factors influence our identity and behavior?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	SS.BH3.a: Social Interactions I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.	SS.Geog1.c: Mental Mapping and Maps from Memory I construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. I compare mental maps shaped by individual perceptions of people, places, regions, and environments.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture.
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a: Argumentation I develop an argument utilizing multiple sources of information.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.a: Develop Questions Based on a Topic I formulate open-ended questions that initiate further inquiry.
Standard SS.Inq2: Wisconsin students will gather and evaluate sources.	SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry I determine multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Standard SS.Inq5: Wisconsin students will be civically engaged.	SS.Inq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Freedom Conflict	independence, interdependence, colonialism, taxation, revolution, region, conflict <i>Review:</i> -colonization -colonies (north, middle, south) -Declaration of Independence (ideals) -efforts to avoid war -Revolutionary War Contribution of minority groups -African Americans -Women -Native Americans
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
BH2.a. Relationship of people and groups	I categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
SS.Geog1.a.Tools of geography	I ask and answer geographic questions about patterns, purpose, and implications when using paper and digital maps.
SS.Geog2.c.Impact of movement	I use regions in the world to analyze the role of population shifts in why places change over time. I evaluate the impact of migration on the place of origin and the place of settlement.
SS.Econ4.c.Role of government	I analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
SS.Hist2.c.Contextualization	I analyze how the historical context influenced the process or nature of the continuity or change that took place.
SS.Hist4.a.Historical context	I explain how the historical context (situation) influences a primary or secondary source.
COMPELLING UNIT QUESTION	
Can conflict be avoided?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
Why did some Europeans choose to leave home and settle in colonial America and what were some of the challenges, successes, and hardships they faced in America?	What were some of the causes and consequences of America's move for independence?
FORMATIVE ASSESSMENT TASK (may include)	FORMATIVE ASSESSMENT TASK (may include)
Written Response: Summarize - Why did people leave England to come to America? If you lived at that time, what would be the most significant reason you left?	Graphic organizer focused on events (causes) and consequences (effects) for Americans and their independence.
Quickwrite Reflection: What challenges/successes did the colonists experience when they settled?	Philosophical chairs
FEATURED SOURCE(s) (may include)	FEATURED SOURCE(s) (may include)

Map of colonial regions (Discovery Techbook) -New England -Middle -Southern Seperatists Video (Discovery Techbook) Discovery Techbook Prehistory-Reconstruction Section 2.1	Boston Massacre - Paul Revere Engraving Acts of British Parliament Image (Discovery Techbook) Power to the People: Consumer Boycotts (Discovery Techbook) Colonists Rebel Video Segment (Discovery Techbook) Road to Revolution (Discovery Techbook) Revolutionary War Timeline - History.com
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
What was the meaning of the Declaration of Independence, and how did this document impact the citizens of the colonies?	How were the American colonists able to overcome the odds and defeat the British army?
FORMATIVE ASSESSMENT TASK (may include)	FORMATIVE ASSESSMENT TASK (may include)
Analyze and interpret excerpts from the Declaration of Independence	What conclusions can you draw about the advantages and disadvantages for each side in the Revolutionary War and how this led to the colonists defeating the British army?
FEATURED SOURCE(s) (may include)	FEATURED SOURCE(s) (may include)
Declaration of Independence (Discovery Techbook) Thomas Paine's Common Sense Video Segment (Discovery Techbook) First page of Common Sense (Discovery Techbook) Against Independence reading passage (Discovery Techbook)	Revolutionary War Timeline - History.com The Negro as a Soldier excerpt (Discovery Techbook) The Sentiments of an American Women excerpt (Discovery Techbook) The American Rattlesnake political cartoon (Discovery Techbook)
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric
Develop an argument based on the following statement: The American Revolution was/wasn't avoidable.... because.... Provide evidence and show how the evidence supports your claim.	
CIVIC ENGAGEMENT	
Identify a disagreement on a local, state and national level in which residents find themselves on competing sides.	

FOUNDING FATHERS: EVENTS AND DOCUMENTS	
ESSENTIAL QUESTION	
How do different political and economic systems affect civic life? What knowledge and skills are needed to participate effectively in our political system?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a.Argumentation I develop an argument utilizing multiple sources of information. SS.PS4.b.Compromise, Diplomacy, and Consensus Building I provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.a: Develop Questions Based on a Topic I formulate open-ended questions that initiate further inquiry.
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SS.Inq3.a Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources. SS.Inq3.b Cite evidence from multiple sources to support a claim I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim.
	SS.Inq3.c Elaborate how evidence supports a claim I analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq5: Wisconsin students will be civically engaged.	SS.Inq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Government Role/Civic Engagement Democracy	popular sovereignty, democracy, checks and balances, rights and responsibilities, compromise, freedoms Structure of Government: -Articles of Confederation -Constitution -Bill of Rights -Amendment Process -Branches of Government
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
SS.PS1.a.Values and principles of American constitutional democracy	I investigate the components of responsible citizenship. I summarize the importance of rule of law.
SS.PS1.b.Origins and foundation of the government of the United States	I investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. I assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.
SS.PS3.a.Political participation	I assess voter participation in elections. I explain their role in government at the local, state, tribal, and federal levels.
SS.PS3.c.Power in government	I analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
COMPELLING UNIT QUESTION	
Are rules necessary for a society to function successfully?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
Is the Constitution a living document?	What are the three branches of government and their powers and responsibilities?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Written Response: Provide examples that show that the Constitution is a living document and how it has changed over time.	Graphic organizer showing the 3 branches of government and their respective powers, responsibilities, and checks and balances.
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Articles of Confederation video segment (Discovery Techbook) Constitution - Preamble (Discovery Techbook) Excerpt from The Northwest Ordinance of 1787 (Discovery Techbook) Excerpt from The Articles of Confederation 1777 (Discovery Techbook) Amending the Constitution Video segment (Discovery Techbook)	Discovery Techbook Prehistory-Reconstruction 4.3: A More Perfect Union Separation of Powers video segment (Discovery Techbook)
SUPPORT QUESTION 3 <i>(if applicable)</i>	SUPPORT QUESTION 4 <i>(if applicable)</i>
How does the Bill of Rights help the government balance rights and order in the US political system?	What are the roles and responsibilities of a U.S. citizen?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Philosophical chairs focused on Supreme Court cases.	Students will investigate perspectives on roles and responsibilities of a U.S. citizen by interviewing three adults.
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>

Supreme Court Cases Every Kid Should Know The First Amendment: Freedom to Believe - Reading Passage (Discovery Techbook) Amendments 1-10 video segments (Discovery Techbook)	Benefits and Roles of a U.S. Citizen Discovery Techbook Civics and Government 4.1 p.7-8
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric
Take a stand on an issue and create a rule that you feel would help society function more successfully. Create an argument backed with evidence and reasoning to communicate your stand to others and how the rule would better society.	
CIVIC ENGAGEMENT	
Community Event: Issue Night - Present your project above	

A YOUNG REPUBLIC	
ESSENTIAL QUESTION	
How do different political and economic systems affect civic life? How do scarcity and competition influence decision-making at the personal, business, and government levels? What is the relationship between decision-making and economic outcomes?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	SS.BH3.a: Social Interactions I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture. I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	SS.Econ1.a: Choices and Decision Making I can predict the opportunity costs of various decisions. I can explain why the opportunity cost might differ from person to person or in different situations. I can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries
PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)	
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SSInq3.a Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources. SSInq3.b Cite evidence from multiple sources to support a claim I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim. SSInq3.c Elaborate how evidence supports a claim I analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq5: Wisconsin students will be civically engaged.	SSInq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Government Role/Civic Engagement Movement of People/Immigration	exploration, domestic/foreign policy, political parties(Federalist/Republican), conflict, democracy -First 7 presidents -Expanding west ie Louisiana purchase, etc -Relationship with Native Americans -Relationship with other countries -Mexicano contributions -Manifest Destiny
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
SS.Hist4.a.Historical context	I explain how the historical context (situation) influences a primary or secondary source.
SS.Hist4.b.Intended audience	I explain the significance of the intended audience of a primary or secondary source
SS.Hist4.c.Purpose	I explain the significance of the intended purpose of a specific primary or secondary source.
SS.Hist4.d.Point of View	I explain how the POV of the author can influence the meaning of a primary or secondary source.
SS.Econ4.c.Role of government	I analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
SS.Econ4.d.Impact of government interventions	I analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy
SS.PS1.b.Origins and foundation of the government of the United States	I hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
SS.PS3.b.Linkage institutions	I analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. I summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying)
COMPELLING UNIT QUESTION	
How can a person's actions/decisions affect others?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
What were major events, accomplishments and setbacks for America during the terms of the first seven presidents?	What were motives, hardships, legacies and impact of expanding west in the 1800s?
FORMATIVE ASSESSMENT TASK (may include)	FORMATIVE ASSESSMENT TASK (may include)

Completion of ACAPS	Written Response: Compare and contrast the experiences various groups had as they traveled west.
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
George Washington's Farewell Address (Discovery Techbook) Discovery Techbook Civics and Government 5.1 p.3 Jefferson Inauguration Speech (Discovery Techbook)	1836 protest song Excerpts from "The Great Nation of Futurity" Map of United States territorial acquisitions James K. Polk's Fourth Annual Message (Gold) Homestead Act of 1862 Map showing military engagements in the Mexican-American War
SUPPORT QUESTION 3 <i>(if applicable)</i>	SUPPORT QUESTION 4 <i>(if applicable)</i>
How did expansion change America politically and economically?	
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Students generate Costa's levels 2 and 3 questions connected to the supporting question.	
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
The California gold rush image Technologies of the mid-19th century image - Steam Locomotive - First Steamboat - Railroad and Telegraph Map	
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric
Develop an argument detailing how a Presidents Actions/Decisions can affect others by...	
CIVIC ENGAGEMENT	
Based on your argument, evaluate a current leader (local, national, or global) and how they have positively contributed to society.	

DIVISION/REFORM/EXPANSION	
ESSENTIAL QUESTION	
How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions? How do technology influence social and cultural change in a global society? How does diversity impact society?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	SS.BH3.a: Social Interactions I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.	SS.Geog1.a: Tools of Geography I can ask and answer geographic questions about patterns, purpose, and implications when using paper and digital maps. I analyze how various map projections distort shape, area, distance and direction. SS.Geog1.b: Spatial Thinking (map interpretation) I can analyze how various map projections distort shape, area, distance and direction. SS.Geog1.c: Mental Mapping and Maps from Memory I construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. I compare mental maps shaped by individual perceptions of people, places, regions, and environments.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq2: Wisconsin students will gather and evaluate sources.	SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry I determine multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. SS.Inq2.b Evaluate sources I evaluate credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SS.Inq4.a Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Inequality/Human Rights Conflict Human-Environment Interaction	Sectionalism, conflict, compromise, Change and reform Reform: -women rights -Uncle Tom's Cabin -Portrayal of Native/ African Americans -Industrial Revolution -Differences North/South
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
BH4.a: Progression of technology	I analyze the relationship between the distribution of resources and patterns of human settlement within states, countries and regions of the world now and in the past.
SS.Geog3.a.Distribution of resources	I analyze the relationship between the distribution of resources and patterns of human settlement within states, countries and regions of the world now and in the past.
SS.Geog3.b.Networks	I analyze spatial patterns of social and economic development in a variety of regions in the world. I identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
SS.Hist2.b.Patterns change over a period of time	I explain patterns of change over time in the community, the state, the United States, and the world
SS.PS2.c.Asserting and reaffirming of human rights	I compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. I investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
COMPELLING UNIT QUESTION	
How do cultural, environmental, and economic differences contribute to conflict?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2

How did America provide both opportunity for tremendous success and innovation but also restrict rights of some of its citizens?	What was life like for an enslaved African American?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Create an editorial cartoon depicting how America provided an opportunity or restriction of rights for its citizens.	Students will analyze photos and draw conclusions about some of the experiences slaves may have had.
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Prosperity Wanes Video Segment (Discovery Techbook) Regional Economies - Reading Passage (Discovery Techbook)	Photographs of slave life (TCI) Excerpts from a Slave Interviews (Discovery Techbook) Excerpt from My Bondage and My Freedom (Discovery Techbook) Slavery 1 Political Cartoon (Discovery Techbook) Slave Life on a Southern Plantation (Discovery Techbook) The Power of Kin video segment (Discovery Techbook) Making Music image (Discovery Techbook)
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
How was life in the North different from life in the South?	How did the reform movements of the 1820s-1860s change American Society?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Students will create a graphic organizer that depicts the differences between the North and the South in the early to mid 1800s.	DBQ - Essay answering the supporting question: How did the reform movements of the 1820s-1860s change American Society?
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Discovery Techbook U.S. History Prehistory-Reconstruction 9.2 Regional Differences Regional Economies - Reading Passage (Discovery Techbook) Same Nation, Different Worlds (Discovery Techbook)	Declaration of Sentiments Ain't I a Woman Memorial of the Cherokee Nation Speech Announcement of Seneca Falls Convention Abolitionists Video Segment (Discovery Techbook)
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric
Develop an argument answering the compelling question: How do cultural, environmental, and economic differences contribute to conflict? Your argument should be organized into a poem that focuses on one or more cultural, environmental, and economic factors investigated during the unit.	
CIVIC ENGAGEMENT	
Participate in a Poetry Slam.	

CIVIL WAR	
ESSENTIAL QUESTION	
How do geography, climate, and resources affect the way people live and work? How do individuals develop over time? How do external factors influence our identity and behavior?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture. I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture. I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a:Argumentation I develop an argument utilizing multiple sources of information.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SSInq3.b Cite evidence from multiple sources to support a claim I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim.
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SSInq4.a Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
Standard SS.Inq5: Wisconsin students will be civically engaged.	SSInq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Freedom Conflict Human-Environment Interaction	Freedom, equality, conflict, consequences, perspective -Secession -Advantages/ Disadvantages of N vs S -Life for various groups during war -Consequences of Civil War
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
SS.Hist2.b.Patterns change over a period of time	I explain patterns of change over time in the community, the state, the United States, and the world
SS.Hist2.c.Contextualization	I analyze how the historical context influenced the process or nature of the continuity or change that took place.
BH2.a.: Relationship of people and groups	I categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
SS.Geog3.a.Distribution of resources	I analyze the relationship between the distribution of resources and patterns of human settlement within states, countries and regions of the world now and in the past.
COMPELLING UNIT QUESTION	
In what ways was the Civil War both a beginning and an ending?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
Which events of the mid-1800s kept the nation together and which events pulled it apart?	What major battles, events and people shaped the course of the Civil War and American history?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Students will create an annotated timeline.	Students will continue to add to their annotated timeline.
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Map of Secession (Discovery Techbook) Battle of Fort Sumter (Discovery Techbook) Fugitive Slave Act and Uncle Tom's Cabin video segment (Discovery Techbook) Compromise of 1850 (Discovery Techbook) Trigger Events Leading to the Civil War Divisive Issues in the 1850's cartoon	States of the Union (Discovery Techbook) States of the Confederacy (Discovery Techbook) Civil War Generals (Discovery Techbook) Anaconda Plan (Discovery Techbook) Civil War Animated Battle Map video
SUPPORT QUESTION 3 <i>(if applicable)</i>	SUPPORT QUESTION 4 <i>(if applicable)</i>
How did different groups contribute to the war effort?	
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Perspective Activity (Costa's Levels of Questioning)	
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Black Soldiers in the Civil War video Women During the Civil War video	
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric
Using your annotated timeline, develop an argument answering the compelling question: In what ways was the Civil War both a beginning and an ending?	
CIVIC ENGAGEMENT	

Many groups came together as a united front to contribute and support the war effort. Research an example of when different groups came together as a united front to support our country in a time of need.

UNIT 6: RECONSTRUCTION	
ESSENTIAL QUESTION	
What is culture? What roles does culture play in human and societal development? How am I influenced by institutions? How do institutions change? What is my role in institutional change?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	SS.BH3.a: Social Interactions I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture. I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture. I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	SS.Econ1.b: Incentives I evaluate how incentives impact individual and/or household decision-making.
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a: Argumentation I develop an argument utilizing multiple sources of information.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.b. Plan an Inquiry I utilize the formulated open-ended question to support and guide the inquiry.
Standard SS.Inq2: Wisconsin students will gather and evaluate sources.	SS.Inq2.b Evaluate sources I evaluate credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SS.Inq4.a Critique conclusions I critique the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.
Standard SS.Inq5: Wisconsin students will be civically engaged.	SS.Inq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
American Identity Inequality/Human Rights	Cause & Effect, Inequality, govt. Policy, citizenship, civil rights -What is it like now for free slaves -Policies after war -Amendments (13, 14, 15)
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
SS.PS2.a.Civil rights and civil liberties	I analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. I describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. I predict how collective action movements work to extend equal rights to groups and individuals.
SS.PS2.c.Asserting and reaffirming of human rights	I compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. I investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
SS.Hist2.b.Patterns change over a period of time	I explain patterns of change over time in the community, the state, the United States, and the world
SS.Hist3.b.Perspective	I apply historical perspectives to describe differing viewpoints of current events.
SS.Hist3.c.Current implications	I hypothesize the direction of current events and outcomes based on the past.
COMPELLING UNIT QUESTION	
How have we progressed as a nation?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
To what extent did the Reconstruction bring African Americans closer to full citizenship?	How did the Civil War affect various groups of people in the United States?
FORMATIVE ASSESSMENT TASK (may include)	FORMATIVE ASSESSMENT TASK (may include)
Create a storyboard that displays ways in which Reconstruction helped or hindered the progress of African Americans in becoming citizens.	Students will evaluate primary sources and decide which groups were benefitted vs hurt by expansion west. They will participate in philosophical chairs.
FEATURED SOURCE(s) (may include)	FEATURED SOURCE(s) (may include)
"We Accept the Situation" cartoon (Discovery Techbook)	Challenges and Progress video segment (Discovery Techbook)

Excerpt from The Emancipation Proclamation (Discovery Techbook) Lincoln's Second Inaugural Address (Discovery Techbook) Family Structures video segment (Discovery Techbook) 14th Amendment (Discovery Techbook) African American's Roles in Reconstruction Government (Discovery Techbook) Freedman Voting image (Discovery Techbook) 15th Amendment cartoon (Discovery Techbook) Reconstruction Brings Change to African Americans' Lives (Discovery Techbook)	Chief Red Cloud's Speech
SUPPORT QUESTION 3 <i>(if applicable)</i>	SUPPORT QUESTION 4 <i>(if applicable)</i>
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric
Pick a topic of debate that was central to the struggle for freedom and equality during the Reconstruction and continues to be debated today. Develop an argument that supports your views on the topic you chose.	
CIVIC ENGAGEMENT	
What are current perspectives on the topic? Look at the different levels of government (community, state, federal), and how do they match with your perspective?	

Priority Standards Unit Reference		Unit 1: Establishing America	Unit 2: Founding Fathers/ Documents	Unit 3: Early/ Young Republic	Unit 4: Division/ Reform/ Expansion	Unit 5: Civil War	Unit 6: Reconstruction
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	SS.BH3.a: Social Interactions I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.	x		x	x		x
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.	SS.Geog1.a: Tools of Geography I can ask and answer geographic questions about patterns, purpose, and implications when using paper and digital maps.				x		
	SS.Geog1.b: Spatial Thinking (map interpretation) I can analyze how various map projections distort shape, area, distance and direction.				x		
	SS.Geog1.c: Mental Mapping and Maps from Memory I construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.	x			x		
	SS.Geog1.c: Mental Mapping and Maps from Memory I compare mental maps shaped by individual perceptions of people, places, regions, and environments.	x			x		
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture.	x		x		x	x
	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture.				x	x	x
	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can organize applicable evidence into coherent arguments across time periods, events or cultures.			x		x	x
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	SS.Econ1.a: Choices and Decision Making I can predict the opportunity costs of various decisions.			x			
	SS.Econ1.a: Choices and Decision Making I can explain why the opportunity cost might differ from person to person or in different situations.			x			
	SS.Econ1.a: Choices and Decision Making I can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries			x			
	SS.Econ1.b: Incentives I evaluate how incentives impact individual and/or household decision-making.						x
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a: Argumentation I develop an argument utilizing multiple sources of information.	x	x			x	x
	SS.PS4.b: Compromise, Diplomacy, and Consensus Building I provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).		x				
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)							
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.a: Develop Questions Based on a Topic I formulate open-ended questions that initiate further inquiry.	x	x				
	SS.inq1.b. Plan an Inquiry I utilize the formulated open-ended question to support and guide the inquiry.						x
Standard SS.Inq2: Wisconsin students will gather and evaluate sources.	SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry I determine multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.	x			x		
	SS.Inq2.b Evaluate sources I evaluate credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.						x
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SSInq3.a Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources.		x	x			
	SSInq3.b Cite evidence from multiple sources to support a claim I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim.		x	x		x	
	SSInq3.c Elaborate how evidence supports a claim I analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.		x	x			
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SSInq4.a Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).				x	x	
	SSInq4.a Critique conclusions I critique the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.						x
Standard SS.Inq5: Wisconsin students will be civically engaged.	SSInq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	x	x	x		x	x