

Joliet Public Schools District 86 Grade 7 Social Studies Curriculum

Unit Title	Standards	Unit Overview
<p style="text-align: center;"><u>Slavery and the Civil War</u></p> <p style="text-align: center;">Trimester 1 ~ 3 weeks</p>	<p><u>Civics</u></p> <ul style="list-style-type: none"> ● SS.6-8.CV.4.MdC. Analyze and synthesize ideas and principles contained in the founding and governing documents and practices of the United States, U.S. territories, and tribal nations within the United States. <p><u>Geography</u></p> <ul style="list-style-type: none"> ● SS.6-8.G.5. Compare and contrast the cultural and environmental characteristics of different places or regions. ● SS.6-8.G.12. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade. <p><u>Inquiry</u></p> <ul style="list-style-type: none"> ● SS.6-8.IS.4.MdC. Determine the credibility of sources based upon their origin, authority, and context. <p><u>History Standards</u></p> <ul style="list-style-type: none"> ● SS.6-8.H.1.LC. Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups ● SS.6-8.H.1.MdC. Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized. ● SS.6-8.H.2.MdC. Analyze and compare multiple factors that influenced the perspectives of multiple groups of people during different historical eras relevant to the cultural groups. ● SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time. 	<p>Slavery and economic differences between the North and South led to the succession of the South and the Civil War. Students will analyze the experiences of enslaved and free blacks in antebellum America and explain how economic, social, and cultural differences between the North and South resulted in disagreements over public policy.</p>
<p style="text-align: center;"><u>Reconstruction</u></p> <p style="text-align: center;">Trimester 1 ~ 2 weeks</p>	<p><u>Inquiry Skills</u></p> <ul style="list-style-type: none"> ● SS.6-8.IS.2. Ask essential and focused questions that consider multiple perspectives and will lead to independent research. ● SS.IS.5.6-8.MdC. Identify evidence from multiple sources to support claims, noting any limitations of the evidence. <p><u>Civics</u></p> <ul style="list-style-type: none"> ● SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies. <p><u>Geography</u></p> <ul style="list-style-type: none"> ● SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics. ● SS.6-8.G.6. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places. ● SS.6-8.G.8. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture. <p><u>History Standards</u></p> <ul style="list-style-type: none"> ● SS.6-8.H.1.MdC. Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized. 	<p>This unit provides knowledge and understanding of the period that followed the Civil War when attempts were made to address the inequities of slavery, and its political, social, and economic legacy, and to solve the problems arising from the readmission of Southern states into the Union. Students will be able to explain the social and economic problems faced by the nation following the Civil War, analyze and compare Reconstruction plans, assess the long-term social and cultural impacts of Reconstruction on various groups, and evaluate practices and policies used to deny African Americans' civil rights.</p>

<p><u>A Country Transformed</u></p> <p>Trimester 2</p> <p>~ 3 weeks</p>	<p><u>Inquiry Skills</u></p> <ul style="list-style-type: none"> SS.6-8.IS.8.MdC. Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes. <p><u>Geography</u></p> <ul style="list-style-type: none"> SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics. SS.6-8.G.8. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture. SS.6-8.G.11. Explain how global changes in population distribution patterns affect changes in land use. <p><u>Civics</u></p> <ul style="list-style-type: none"> SS.6-8.CV.5.MC. Develop and evaluate procedures for making decisions in historic and contemporary settings (e.g., school; civil society; or local, state, or national governments). <p><u>History Standards</u></p> <ul style="list-style-type: none"> SS.6-8.H.3.MdC. Detect possible biases and limitations in the historical record based on evidence collected from different kinds of historical sources by identifying the author, purpose, funding/source, type of publication/outlet, intended audience, etc. 	<p>The Settlement of the Great Plains came along with the development of machines and a transcontinental railroad, opening the West for settlers and changing the way of life for all Americans. Students will understand that people move for a variety of reasons and how humans create, learn, share, and adapt to culture impacts historical events.</p>
<p><u>Progressive Era</u></p> <p>Trimester 2</p> <p>~ 3 weeks</p>	<p><u>Civics</u></p> <ul style="list-style-type: none"> SS.6-8.CV.1.MdC. Describe and analyze the roles of political, civil, and economic organizations from a national to local scale in impacting multiple individuals and communities. SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies. SS.6-8.CV.5.LC. Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relationship to the intended issues they were meant to address. Analyze cause-and-effect relationships of issues that resulted in specific rules and laws. <p><u>Economics</u></p> <ul style="list-style-type: none"> SS.6-8.EC.5. Describe the roles of institutions, such as corporations, nonprofit organizations and labor unions, in a market economy. <p><u>History</u></p> <ul style="list-style-type: none"> SS.6-8.H.2.MdC. Analyze and compare multiple factors that influenced the perspectives of multiple groups of people during different historical eras relevant to the cultural groups. 	<p>During the Progressive Era, the spirit of reform thrived. During this time, reformers called the Progressive, sought to reform the American government and quality of life. By the end of this unit, students will understand how institutions influence individuals, groups, and other institutions in addition to how the role of the government in economic systems varied over time and from place to place which resulted in different economic policies.</p>
<p><u>World War I</u></p> <p>Trimester 3</p> <p>~ 4 weeks</p>	<p><u>History</u></p> <ul style="list-style-type: none"> SS.6-8.H.1.MdC. Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized. SS.6-8.H.2.MC. Evaluate how perspectives of multiple individuals and groups have impacted the availability of information and the creation of historical sources. SS.6-8.H.3.MC. Evaluate the validity of claims made in historical sources representing a variety of perspectives, describe the possible or actual impact(s) of the sources on audiences, and determine uses and applications. SS.6-8.H.4.LC. Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events. SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past. 	<p>This unit investigates the global conflict in World War I, including its causes, effects, technological advances in weapons, and America's involvement. Students will analyze the war from all sides to be able to explain World War I from the perspective of the United States and from a global perspective.</p>

<p><u>The Roaring 20's</u></p> <p>Trimester 3</p> <p>~ 2 weeks</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> SS.6-8.G.8. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture. SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics. <p><u>Economics</u></p> <ul style="list-style-type: none"> SS.6-8.EC.7. Explain why standards of living increase as productivity improves SS.6-8.EC.FL.10. Analyze the relationship among skills, education, jobs, and income. SS.6-8.EC.FL.14. Describe the connection among credit, credit options, interest, and credit history. <p><u>History</u></p> <ul style="list-style-type: none"> SS.6-8.H.1.LC. Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups. 	<p>The 1920s in the United States were called “roaring” because of the exuberant, freewheeling popular culture of the decade. The Roaring Twenties was a time when many people defied Prohibition, indulged in new styles of dancing and dressing, and rejected many traditional moral standards. Throughout this unit, students will analyze the causes, characteristics, and consequences of social and cultural changes that took place in the United States during the 1920s.</p>
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