

Social Studies Grade 7

How to read this document:

This curriculum map outlines, for each grade, the topics students will explore. The Common Core State Standards and the College Career and Civic Life Framework inform learning experiences planned for students so that they can acquiring a set of important understandings and skills that equip them in the disciplines of social scientists. The understandings are the big ideas that we expect students to carry forward with them as they move from grade to grade.

The Standards referenced include the Illinois Social Science Standards from the Illinois State Board of Education, as well as the College, Career and Civic Life (C3) Framework for Social Studies prepared by the National Council for Social Studies aligned to CCSS. Alignment with the College Career and Civic life standards positions this work to correlate to the new Illinois Social Science Standards that are effective in the 2017-2018 school year.

ISBE Message

The Illinois Learning Standards (ILS) define what all students in all Illinois public schools should know and be able to do in the six core areas as a result of their elementary and secondary schooling. On December 16, 2015, the Illinois State Board of Education (ISBE) adopted amendments to rules governing Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), which included the new Social Science Standards. The rulemaking became effective on January 27, 2016, and provides that school districts must fully implement the new standards by the 2017-18 school year. The purpose of these new, more rigorous standards is to better prepare students to be college and career ready.

Trimester

Topic / Unit	Focus Standards	Enduring Understanding	Assessment(s) / Product(s)
This is the subject that the students will learn about.	Focus Standards are the skills that students will learn and apply while studying the topic of this unit.	Enduring Understandings are the big ideas that students should understand by the end of the unit.	Assessment(s)/Product(s) are the student work products that students will do as part of the unit to demonstrate their knowledge of the skills and understandings.

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Trimester 1

Topic / Unit	Focus Content Standards*	Essential Understandings	Assessment(s)
UNIT 1 - A New Nation is Born - 55 Lessons	14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.	Americans created their own government to provide leadership, protect freedoms, maintain order.	<u>Performance-Based Task:</u> Grade 7 Performance Task Assessment <u>Written Assessment:</u> Respond to Essential Questions <ul style="list-style-type: none"> ● Why did Americans create their own government? ● Who uses the Constitution? (how and why?) ● How “effective” has the US Constitution been? ● Where does Illinois’ government come from?
	D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	The Constitution provides a framework for democratic governments and protects individual rights and freedoms.	
	16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.	The Constitution is a living document that changes over time.	
	14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.	Both US and Illinois Constitution provide a framework for Illinois government.	
	14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.		

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Trimester 2

Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
UNIT 2 - The Nation Grows - 22-24 Lessons	16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.	As a new nation, America faced political, social and economic challenges/opportunities (e.g. limiting and expanding the rights of individuals, groups, and government).	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> ● What kinds of challenges did Americans face as a new nation? How did they address those challenges? ● In what ways did America “grow/expand” as a new nation - and why?
	D2.Eco.1.6-8. Explain how economic decisions affect the wellbeing of individuals, businesses, and society.		
	D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.	The US government exercises powers both within and beyond the Constitution in addressing challenges/opportunities it faced as a new nation	
	D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	America’s geographical boundaries, population and economic opportunities grew/expanded as a part of the new nation’s emerging identity	
	D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.		

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Trimester 2

Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
UNIT 3 - The Nation Grows Apart - 22-24 Lessons	D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources	<p>Similarities and differences in the geography, economy, and values within and among individual U.S. states/regions led to conflict.</p> <p>The U.S. (has) resolved some of the domestic struggles/conflicts through compromise (e.g., statehood).</p>	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> ● What contributed to conflict within and among individual U.S. states/regions as the nation grew? ● How did the nation respond to domestic struggles/conflict as it grew (e.g., balancing federal power with states' rights)?
	D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.		
	D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.		

Trimester 3

Topic / Unit	Focus Content Standards	Enduring Understanding	Assessment(s)
UNIT 4 - The Nation Divides - 29-30 Lessons	D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.	When compromise is ineffective, domestic conflict can lead to war (e.g., the Civil War).	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> ● When has domestic conflict in our nation's history led to war (e.g., Civil War)?
	D2.His.5.6-8. Explain how and why perspectives of people have changed over time.	The goals/motives of Civil War leaders were different, depending on what part of the country they represented. Those	

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	<p>D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>D2.Eco.1.6-8. Explain how economic decisions affect the wellbeing of individuals, businesses, and society.</p> <p>RH 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>goals/motives sometimes changed as the war progressed.</p> <p>There were <i>many</i> different interests at stake (in addition to slavery) during the Civil War—economic, social, political, and personal.</p> <p>The Civil War affected the nation’s population, economy, domestic and foreign policies in both positive and negative ways</p>	<ul style="list-style-type: none"> ● What did key leaders during the Civil War hope to accomplish (e.g., the War Between the States)—and how did that change over time? ● What and whose interests did the Civil War represent? ● How did the Civil War affect our nation? What’s the human cost of conflict?
<p>UNIT 5 - The Nation Attempts to Reunite - 12-14 Lessons</p>	<p>D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<p>The Civil War changed the nation’s identity - its culture, economy, and laws.</p> <p>The Civil War resolved some conflicts but not others.</p>	<p><u>Written Assessment:</u> Respond to Essential Questions How does war transform a nation?</p> <p>What happens after war? (e.g. The Civil War) How does a nation rebuild?</p> <p>Did reconstruction “work”? (How successful was it and for whom?)</p>
	<p>D2.Eco.1.6-8. Explain how economic decisions affect the wellbeing of individuals, businesses, and society.</p>	<p>The process of rebuilding the nation after war (e.g. Civil War) presented many opportunities and challenges, as well as intended and unintended consequences.</p>	
	<p>D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p>	<p>Interpreting the “success” of Reconstruction involves evaluating its social, political and economic goals and outcomes from different perspectives.</p>	

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