7th Social Studies Units

Unit Name: Introduction to Project Based Learning
Essential Question: How can I engage effectively in group work?
Learning Targets / Standard: SL7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Skills:

- Always engaged in learning, on task, and participates positively.
- Always participates and contributes positively in group tasks.

Unit Name: Constitution and Rights
Essential Question: What is the structure of the Illinois Constitution and how does it affect me?
Learning Targets / Standard: SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.
SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.
SS.H.2.6-8.MC: Analyze how people's perspectives influenced what information is available in the historical sources they created
Mandated Unit (105 ILCS 5/27-3): Illinois Constitution passage of exam
Mandated Unit (105 ILCS 5/27-23.8): disability Awareness and History, disability rights movement, rights to exercise self-determination
Skills: Describe the structure of the Illinois Constitution

- Understand the relationship between the branches of Illinois constitution
- Identify Illinois political leaders
- Understand how the Illinois constitution affects them individually

Unit Name: Immigration
Essential Question: Why would people choose to immigrate to the United States?
Learning Targets / Standard:

- Communicating Conclusions SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations. SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses. SS.IS.6.6-8.MC: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.
- Processes, Rules and Laws SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address. SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public

policies in historic and contemporary settings. SS.CV.6.6-8.MC: Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).

- Change, Continuity, and Context SS.H.16-8.LC: Classify series of historical events and developments as examples of change and/or continuity. SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts. SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant..
- Perspectives SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time. SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras. SS.H.2.6-8.MC: Analyze how people's perspectives influenced what information is available in the historical sources they created

Skills:

Why immigrants from different countries came to the United States.

- What obstacles each group encountered upon arrival.
- The process through which each group achieved acceptance (?) over time.
  - Understand primary and secondary sources.
  - Identify stated and implied main ideas.
  - Explain how evidence supports main idea.
  - Compare and contrast different points of view.
  - Identify author's purpose.

Unit Name: World War I

Essential Question: Should the US have entered World War I?

Learning Targets / Standard: SS.CV6.6-8.MdC: Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.
SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and / or continuity.
SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contextx.
SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant.
SS.H.2.6-8.MdC: Analyze how people's perspectives influenced what information is available in the historical sources they created.

Skills: how recent immigration complicated the USA's decision to enter WWI.

- how the isolationist policies of Woodrow Wilson slowed US entry into the war.
- how provocations from Germany motivated the US to join the war.
- how US involvement in WWI affected domestic life and culture (civil liberties, status of women and African Americans, working conditions…).
- Create essential questions to help guide inquiry about a topic.

- Determine sources representing multiple points of view that will assist in organizing a research plan.
- Identify evidence from multiple sources to support claims, noting its limitations.
- Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.
- Understand primary and secondary sources.
- Identify stated and implied main ideas.
- Explain how evidence supports main idea.
- Compare and contrast different points of view.
- Identify author's purpose.

Unit Name: Roaring 20's, Great Depression / Dust Bowl
Essential Question: How did technology change the daily lives of the American family in the 1920's?

- What role did the Harlem Renaissance play in transforming the Black cultural Identity?
- Why were the Roaring 20's, roaring?

Learning Targets / Standard:

- SS.G.3.6.MdC - Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.
- SS.EC.2.6-8MdC - Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.
- SS.H.2.6-8MdC - Analyze multiple factors that influenced the perspectives of people during different historical eras.
- Mandated Unit (105 ILCS 5/27-21): Mexican-American Citizens during Great Depression
- Mandated Unit (105 ILCS 5/27-20.5): Women's History: contributions made by individual women to government, arts, sciences, education, economic, political, and cultural development of Illinois and the U.S., struggles to gain right to vote and to be treated as equals

Skills:

- understand why the roaring 20's were roaring
- understand the causes of the great depression
- Understand the geographic consequences of the Dust Bowl
- Evaluate the stock market's role in the Great Depression and understand the basic concepts of the stock market

Unit Name: Geography
Essential Question: How do the five themes of geography affect human lives?

Learning Targets / Standard:

- Taking Informed Action SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it. SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes. SS.IS.8.6-8.MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts
- SS.CV.2.6-8.LC: Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. SS.CV.2.6-8.MdC: Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government. SS.CV.2.6-8.MC: Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
- Processes, Rules and Laws SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address. SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings. SS.CV.6.6-8.MC: Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).
- Human-Environment Interaction: Place, Regions and Culture SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment. SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics. SS.G.1.6-8.MC: Construct different representations to explain the spatial patterns of cultural and environmental characteristics
- Change, Continuity, and Context SS.H.16-8.LC: Classify series of historical events and developments as examples of change and/or continuity. SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts. SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant.

Skills:

- Understand / use a map / globe
- Use research / technology to discover geography's impact on humans
- compare and contrast cultural and environmental characteristics of a particular place.
- Understand why cities are located where they are
- Understand human geography
- Understand the 5 themes of geography

Unit Name: Holocaust / Genocide / World War II

Essential Question: How does extreme racism manifest itself in societies?

Learning Targets / Standard:

SS.CV.3.6-8.MdC - Compare the means by which individuals and groups change societies, promote the common good, and protect rights.
SS.H.1.6-8 - Analyze connections among events and developments in broader historical contexts.
SS.H.2.6-8 - Analyze multiple factors that influenced the perspectives of people during different historical eras
SS.CV.5.6-8.MdC. - Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.

Skills:

- Identify how the Holocaust started and ended and the long lasting / reaching affects of that.
- "Never forget"
- What are the causes and effects of World War II?
- What technological advances were made during WWII?

Unit Name: Current Events
Essential Question: How do current events impact our community, state, country and world?
Learning Targets / Standard:
SS.IS.4.6-8.MdC. Determine credibility of sources based upon their origin, authority, and context.
SS.CV.1.6-8.MdC. Describe the roles of political, civil, and economic organizations in shaping people's lives.
SS.H.1.6-8.MdC. Analyze connections among events and developments in broader historical contexts
Skills:

- Integrate visual information
- Distinguish among fact, opinion, and reasoned judgement in a text.
- Determine the central ideas or information of a primary or secondary source
- Summarize a source
- Determine the central ideas or information of a primary or secondary source.
- Be aware of what is happening in the world around us.
- How to present material in a concise manner
- How to engage an audience of their peers on a given topic.

Unit Name: History Fair
Essential Question:
Learning Targets / Standard:

Skills

Used in some years / not all
Unit Name: Create your own Civilization
Essential Question: How can you create a successful society based on the following factors; laws, economics, geography, human interaction, government, etc.?
Learning Targets / Standard:

- SS.CV.1.6-8.LC: SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations
- Processes, Rules and Laws SS.CV.6.6-8.MdC; Analyzes purposes/implementation/consequences of public policies
- Human-Environment Interaction: Place, Regions and Culture SS.G.1.6-8.MdC: Uses mapping/ graphing to represent/analyze spatial patterns
- The National and Global Economy
- SS.EC.3.6-8.MdC: Explain barriers to trade and how these influence trade among nations.
- Change, Continuity, and Context SS.H.1.6-8.MdC: Analyzes connections among events/ in historical contexts.

Skills
Create a civilization based on the above standards

Understand a bill of rights