

Social Studies Curriculum Map: 7th Grade

Unit/Topic: Scientific Revolution & Enlightenment	Quarter:	Time Frame:
<ul style="list-style-type: none"> ● Influence of the Scientific Revolution on innovation and the Enlightenment on the concept of rights ● Government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenets, practices, and writings <p>ELA/SS Crosswalk</p> <p><i>Students will understand . . .</i></p> <ul style="list-style-type: none"> ● <i>how these ideas impact today and our future.</i> 	1st	2 weeks
Compelling Questions: How did reason lead to revolution?		
<p>Supporting Questions:</p> <ol style="list-style-type: none"> 1. Evaluate how the Scientific Revolution and Enlightenment contributed to transformations in European society. 2. To what extent did the Scientific Revolution overturn previous concepts of the universe? 3. To what extent did the Scientific Revolution alter how people thought about society, government and culture? 4. How did the Enlightenment take the scientific method and apply it to society and government? 5. Analyze how the ideas of the Enlightenment spread? 		
Disciplinary Skills & Processes Standards	Core Standards	
<p>7.SP1.1 Analyze connections among events and developments in broader historical contexts.</p>	<p>Civics</p> <p>7.C2.1 Explain how revolutions and other changes in government impact citizens' rights.</p>	

7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.

7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.

7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant

7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.

7.SP2.2 Explain how and why perspectives of people have changed over time.

7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.

7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.

7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.

7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.

7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.

7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.

7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.

7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.

7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.

Geography

7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices

History

7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.

7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.

7.H3.2 Analyze how economic and political motivations impact people and events.

7.H3.2 Trace how individual rights, freedoms, and responsibilities have evolved over time.

7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.

7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.

Learning Targets:

1. I can analyze and conclude how revolutions and other changes in government impact citizens’ rights. (7.C2.1)

2. I can compare how historical and contemporary means of changing societies promote the common good. (7.C4.1)
3. I can analyze how innovations influence people and society within historical time periods. (7.G3.1, 7.H1.2)
4. I can compare the origins and spread of influential ideologies about worldviews (religious or nonreligious). (7.H3.1)
5. I can discover how economic and political motivations impact people and events. (7.H3.2)
6. I can explore how individual rights, freedoms, and responsibilities have evolved over time. (7.H3.2)
7. I can compare and/or debate the influences of individuals, groups, and institutions on people and events in history. (7.H3.4)
8. I can investigate a significant historical topic from global history that has significance to an issue or topic today. (7.H3.5)

Individual Social Studies teachers will decide on the depth of each topic based on the individual needs of their students.

Unit/Topic: Global Revolutions	Quarter:	Time Frame:
<ul style="list-style-type: none"> ● Revolutions around the world such as the American Revolution, French Revolution, Russian Revolution (could be taught in World War I unit as well), the Cultural Revolution (Mao Zedong), and Latin American revolutions ● Government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenets, practices, and writings <p>ELA/SS Crosswalk</p> <p><i>Students will understand . . .</i></p> <ul style="list-style-type: none"> ● <i>Why do revolutions continue today?</i> ● <i>causes and effects of revolutions.</i> 	1st	6 Weeks
<p>Compelling Questions: What makes one revolution better than another?</p>		
<p>Supporting Questions:</p>		

1. What is a revolution?
2. Are revolutions an inevitable part of history?
3. What are the significant causes and consequences of a revolution?
4. Who were they influenced by?
5. What is the relationship between revolution and violence?
6. What are the social, economic, and political implications on the nation?
7. What is the modern implication of past revolutions?

Disciplinary Skills & Processes Standards	Core Standards
<p>7.SP1.1 Analyze connections among events and developments in broader historical contexts.</p> <p>7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.</p> <p>7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.</p> <p>7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.</p> <p>7.SP2.2 Explain how and why perspectives of people have changed over time.</p> <p>7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p> <p>7.SP1.1 Analyze connections among events and developments in broader historical contexts.</p> <p>7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.</p> <p>7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.</p>	<p>Civics</p> <p>7.C2.1 Explain how revolutions and other changes in government impact citizens’ rights.</p> <p>7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.</p> <p>7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. <i>Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.</i></p> <p>Economics</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.</p> <p>7.E5.2 Compare the various economic systems</p> <p>History</p> <p>7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.</p> <p>7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.</p> <p>7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.</p>

7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
7.SP2.2 Explain how and why perspectives of people have changed over time.
7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.

7.H3.2 Analyze how economic and political motivations impact people and events.
7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.
7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.

Geography

7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.

Learning Targets:

1. I can explain how revolution's impact on citizens' rights. (7.C2.1)
2. I can compare historical and contemporary means of changing societies to promote the common good. (7.C4.1)
3. I can explain challenges people face and the opportunities they create in addressing local, regional, and global problems at various times and places. (7.C4.4)
4. I can analyze how economic decisions affect the well-being of individuals, businesses, and society. (7.E2.1)
5. I can explain the interdependence of trade and how trade barriers influence trade among nations. (7.E5.1)
6. I can compare and contrast the various economic systems. (7.E5.2)
7. I can investigate how conflict can be both unifying and divisive. (7.H2.1)
8. I can compare the multiple causes and effects of conflict and approaches to peacemaking. (7.H2.2)
9. I can compare the origins and spread of influential ideologies (religious and non-religious) on worldviews. (7.H3.1)
10. I can analyze how motivations(economic & political) impact people and events. (7.H3.2)
11. I can compare and/or debate the influences of individuals, groups, and institutions on people and events in history. (7.H3.4)
12. I can investigate a significant historical topic from global history that has significance to an issue or topic today. (7.H3.5)
13. I can analyze how innovations influence people and society within historical time periods. (7.G3.1)
14. I can analyze cultural and environmental characteristics among various places and regions of the world. (7.G4.1)

Individual Social Studies teachers will decide on the depth of each topic based on the individual needs of their students.

Unit/Topic: Global Industrialization & the Rise of Organized Labor	Quarter:	Time Frame:
<ul style="list-style-type: none"> ● Impact of industrialization and the rise of organized labor ● Government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenets, practices, and writings <p>ELA/SS Crosswalk</p> <p>Students will understand . . .</p> <ul style="list-style-type: none"> ● the causes and effects of industrialization and the rise of organized labor. ● the effects of globalization and industrialization on modern society. 	2nd	4 weeks
<p>Compelling Questions: How did Industrialization change the world?</p>		
<p>Supporting Questions:</p> <ol style="list-style-type: none"> 1. How did innovations in transportation affect economics? 2. How did the inventions of the late 1800's revolutionize society? 3. What conditions spurred the growth of industry? 4. How did industrialization change the workplace? 5. What were the causes and effects of the rapid growth of cities? 6. How was the experience of industrial workers positive and negative? 7. What conditions led to the rise of labor unions? 8. Is it the duty of the government or society to care for the underprivileged or disadvantaged? 		
<p>Disciplinary Skills & Processes Standards</p>	<p>Core Standards</p>	

7.SP1.1 Analyze connections among events and developments in broader historical contexts.

7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.

7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.

7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.

7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.

7.SP2.2 Explain how and why perspectives of people have changed over time.

7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.

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7.SP2.2 Explain how and why perspectives of people have changed over time.

7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.

Civics

7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.

7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.

Economics

7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society.

7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.

7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system.

7.E5.2 Compare the various economic systems.

7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

Geography

7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.

History

7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.

7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.

Learning Targets:

1. I can compare how historical and contemporary means of changing societies promote the common good. (7.C4.1)
2. I can analyze how challenges create opportunities that people can address through democratic procedures. (7.C4.4)
3. I can explain how economic decisions affect the well-being of individuals, businesses, and society. (7.E2.1)
4. I can evaluate current economic issues in terms of benefits and costs for distinct groups in society. (7.E2.2)
5. I can analyze the relationship between supply, demand, and competition and its effects on consumers. (7.E3.2)
6. I can analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system. (7.E3.3)
7. I can compare the various economic systems. (7.E5.2)
8. I can compare and contrast the benefits and the costs of trade. (7.E5.3)
9. Explain how changes in transportation, communication, and technology influence society. (7.G3.1 7.H1.2)
10. I can evaluate human population and movement may cause conflict or promote cooperation. (7.G3.4)
11. I can investigate a significant historical topic from global history that has significance to an issue or topic today. (7.H3.5)

Individual Social Studies teachers will decide on the depth of each topic based on the individual needs of their students

Unit/Topic: Global Imperialism	Quarter:	Time Frame:
<ul style="list-style-type: none"> ● Global imperialism and its lasting consequences on regional conflict, stability, indigenous peoples, and human movement, including slavery and involuntary migrations ● Government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenets, practices, and writings <p>ELA/SS Crosswalk</p> <p><i>Students will understand . . .</i></p> <ul style="list-style-type: none"> ● <i>the causes and effects of global imperialism.</i> ● <i>the impact of global imperialism today.</i> 	<p>2nd</p>	<p>4 Weeks</p>

Compelling Questions: Did Imperialism ultimately Leave a more positive or negative impact on the world as we know it today?	
<p>Supporting Questions:</p> <ol style="list-style-type: none"> 1. What factors led to Global Imperialism? 2. How does the act of empire building affect the relationships between nations? 3. How can Imperialist policies lead to conflict or cooperation? 4. What are the benefits and disadvantages of Imperialism to global society? 5. How did imperialism impact the economic, political and cultural life of the subjugated people? 6. How did different countries respond to Imperialism? 	
Disciplinary Skills & Processes Standards	Core Standards
<p>7.SP1.1 Analyze connections among events and developments in broader historical contexts.</p> <p>7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.</p> <p>7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.</p> <p>7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.</p> <p>7.SP2.2 Explain how and why perspectives of people have changed over time.</p> <p>7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p> <p>7.SP1.1 Analyze connections among events and developments in broader historical contexts.</p> <p>7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p>	<p>Civics</p> <p>7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.</p> <p>Economics</p> <p>7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p> <p>Geography</p> <p>7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.</p> <p>History</p> <p>7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies.</p> <p>7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.</p> <p>7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.</p>

<p>7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.</p> <p>7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.</p> <p>7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.</p> <p>7.SP2.2 Explain how and why perspectives of people have changed over time.</p> <p>7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p>	<p>7.H3.2 Analyze how economic and political motivations impact people and events.</p> <p>7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.</p>
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Learning Targets:

1. I can compare historical and contemporary means of changing societies to promote the common good. (7.C4.1)
 2. I can explain the benefits and the costs of trade policies to individuals, businesses, and society. (7.E5.3)
 3. I can analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments. (7.G1.2)
 4. I can analyze the rise and decline, interactions between, and blending of cultures and societies. (7.H1.1)
 5. I can evaluate the unifying and divisive factors of conflict throughout communities, societies, nations, and the world. (7.H2.1)
 6. I can compare the multiple causes and effects of conflict and approaches to peacemaking. (7.H2.2)
 7. I can analyze how economic and political motivations impact people and events. (7.H3.2)
 8. I can investigate a significant historical topic from global history that has significance to an issue or topic today. (7.H3.5)
- Individual Social Studies teachers will decide on the depth of each topic based on the individual needs of their students.*

Unit/Topic: World Wars(World War I & InterWar Period)	Quarter:	Time Frame:
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<ul style="list-style-type: none"> ● World War I and World War II including the time period between the wars with the rise of fascism ● Government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenets, practices, and writings <p>ELA/SS Crosswalk</p> <p>Students will understand . . .</p> <ul style="list-style-type: none"> ● the causes and effects of World War I. 	<p>3rd</p>	<p>3 Weeks</p>
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Compelling Questions: How was World War I a turning point in World History?

Supporting Questions:

1. What were the causes and effects of World War I?
2. Who is to blame for causing World War I?
3. How did the stalemate in the trenches and the new technology impact the war?
4. Why was World War I a “total war?”
5. How was World War I a turning point in world history?
6. How did the United States get involved in WWI?
7. How did the United States help the Allies win World War I?
8. How was Wilson’s peace plan different from the aims of Britain, France, and Italy?
9. Why was the Treaty of Versailles controversial?

Disciplinary Skills & Processes Standards	Core Standards
<p>7.SP1.1 Analyze connections among events and developments in broader historical contexts.</p> <p>7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>7.SP1.3 Evaluate the significance of past events and their effect on</p>	<p>Civics</p> <p>7.C2.1 Explain how revolutions and other changes in government impact citizens’ lives.</p> <p>7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.</p>

students' lives and global society.

7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.

7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.

7.SP2.2 Explain how and why perspectives of people have changed over time.

7.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created.

7.SP1.1 Analyze connections among events and developments in broader historical contexts.

7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.

7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society.

7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.

7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.

7.SP2.2 Explain how and why perspectives of people have changed over time.

7.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created.

7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.

7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.

Economics

7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.

7.E5.2 Compare the various economic systems.

7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

Geography

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

- Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.

7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation.

7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation

7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.

7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global).

History

7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies.

7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.

7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.

7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.

7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.

7.H3.2 Analyze how economic and political motivations impact people and events.

7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.

7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.

7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.

Learning Targets:

1. I can explain how revolutions and other changes in government impact citizens' lives. (7.C2.1)
2. I can compare the various economics systems and forms of government. (7.E5.2 7.C4.2 7.C4.3)
3. I can explain how changes in technology influences connections among human settlements, ideas, and cultural practices. (7.G3.1)
4. I can evaluate human population and movement may cause conflict or promote cooperation. (7.G3.4)
5. I can investigate how conflict can be both unifying and divisive. (7.H2.1)
6. I can compare the multiple causes and effects of conflict and peacekeeping. (7.H2.2)
7. I can explain the influence of individuals, groups, and institutions on people and events in multiple settings. (7.H3.4)

Individual Social Studies teachers will decide on the depth of each topic based on the individual needs of their students.

Unit/Topic: Global Depression	Quarter:	Time Frame:
<ul style="list-style-type: none"> ● Global depressions ● Government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenets, practices, and writings <p>ELA/SS Crosswalk</p> <p>Students will understand . . .</p> <ul style="list-style-type: none"> ● the causes and effects of global depression. ● the global trends of depression. ● the role of institutions in a global depression. 	3rd	3 Weeks
Compelling Questions: How are nations impacted by a global crisis?		
<p>Supporting Questions:</p> <ol style="list-style-type: none"> 1. Identify the causes and effects of the Global Depression. 2. Sequence the chain of events that led to the Great Depression in the United States of America. 3. How did the Global Depression affect the standard of living? 		

4. What roles should national or international governments play in preventing or responding to Global economic or environmental crises?
5. What was the purpose and effects of the New Deal in the United States of America?
6. How did the Stock Market Crash of 1929 affect other countries and lead to an international crisis?
7. How did the New Deal change the way Americans viewed the federal government?

Disciplinary Skills & Processes Standards	Core Standards
<p>7.SP1.1 Analyze connections among events and developments in broader historical contexts.</p> <p>7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.</p> <p>7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.</p> <p>7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.</p> <p>7.SP2.2 Explain how and why perspectives of people have changed over time.</p> <p>7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p> <p>7.SP1.1 Analyze connections among events and developments in broader historical contexts.</p> <p>7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.</p> <p>7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.</p> <p>7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.</p> <p>7.SP2.2 Explain how and why perspectives of people have changed over time.</p>	<p>Civics</p> <p>7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.</p> <p>7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.</p> <p>7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.</p> <p>7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.</p> <p>Economics</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society.</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.</p> <p>7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system.</p> <p>7.E3.4 Explain ways in which money facilitates exchange.</p> <p>7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.</p>

7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.

7.E5.2 Compare the various economic systems.
7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

Geography

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.
7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.
7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.
7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.
7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)

History

7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.
7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.
7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.
7.H3.2 Analyze how economic and political motivations impact people and events.
7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.
7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.
7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.

Learning Targets:

1. I can assess rules and laws as a means of addressing public problems. (7.C4.2)
2. I can analyze the consequences of decision making and public policies and multiple settings. (7.C4.3)
3. I can explain challenges people face and the opportunities they create in addressing global problems at various times and places. (7.C4.4)
4. I can explain how economic decisions and issues affect individuals, businesses, and groups in society. (7.E2.1 7.E2.2)
5. I can explain the roles of buyers, sellers, and profits in financial markets. (7.E3.1)
6. I can explain the interdependence of trade and how trade barriers influence trade among nations. (7.E5.1)
7. I can compare various economic systems. (7.E5.2)
8. I can explain the benefits and the costs of trade policies to individuals, businesses, and society. (7.E5.3)
9. I can explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of different places. (7.G2.1)
10. I can analyze how relationships between humans and environments extend or contract patterns of settlement and movement. (7.G4.2)
11. I can analyze how economic and political motivations impact people and events. (7.H3.2)
12. I can investigate a significant historical topic from global history that has significance to an issue or topic today. (7.H3.5)

Individual Social Studies teachers will decide on the depth of each topic based on the individual needs of their students.

Unit/Topic: World Wars (World War II)	Quarter:	Time Frame:
<ul style="list-style-type: none"> ● World War I and World War II including the time period between the wars with the rise of fascism ● Government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenets, practices, and writings <p>ELA/SS Crosswalk</p> <p>Students will understand . . .</p> <ul style="list-style-type: none"> ● the causes and effects of World War II. ● how alliances form and change overtime. 	<p>3rd</p>	<p>3 Weeks</p>

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Compelling Questions: Could World War II have been avoided?

Supporting Questions:

1. Why did the fascist movement spread across Europe?
2. Discuss and evaluate the extent to which Hitler’s economic and political policies alleviated the problems in Germany.
3. Evaluate how Hitler used Germany’s problems to gain the support of the German people.
4. Evaluate how Hitler used propaganda to further his political power and popularity?
5. Describe the events of the Munich Conference and subsequent German moves.
6. Describe Hitler’s military campaigns and explain how they led to the actions of Britain and France.
7. Evaluate the actions of Britain and France considering the sentiments of Europeans at the time.

Disciplinary Skills & Processes Standards	Core Standards
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7.SP1.1 Analyze connections among events and developments in broader historical contexts.

7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.

7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.

7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.

7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.

7.SP2.2 Explain how and why perspectives of people have changed over time.

7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.

7.SP1.1 Analyze connections among events and developments in broader historical contexts.

7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.

7.SP1.3 Evaluate the significance of past events and their effect on

Civics

7.C2.1 Explain how revolutions and other changes in government impact citizens’ rights.

7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.

7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.

7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.

Economics

7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.

7.E5.2 Compare the various economic systems.

7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

Geography

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

students' lives and global society.
7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
7.SP2.2 Explain how and why perspectives of people have changed over time.
7.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created.

- Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology
- 7.G1.2** Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.
7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.
7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.
7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation.
7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation
7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.
7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global).

History

- 7.H1.1** Analyze the rise and decline, interactions between, and blending of cultures and societies.
7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.
7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.
7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.
7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.

	<p>7.H3.2 Analyze how economic and political motivations impact people and events.</p> <p>7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.</p> <p>7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.</p> <p>7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today</p>
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Learning Targets:

<ol style="list-style-type: none"> 1. I can explain how revolutions and other changes in government impact citizens’ lives. (7.C2.1) 2. I can compare the various economics systems and forms of government. (7.E5.2 7.C4.2 7.C4.3) 3. I can explain how changes in technology influences connections among human settlements, ideas, and cultural practices. (7.G3.1) 4. I can evaluate human population and movement may cause conflict or promote cooperation. (7.G3.4) 5. I can investigate how conflict can be both unifying and divisive. (7.H2.1) 6. I can compare the multiple causes and effects of conflict and peacekeeping. (7.H2.2) 7. I can analyze how economic and political motivations impact people and events. (7.H3.2) 8. I can explain the influence of individuals, groups, and institutions on people and events in multiple settings. (7.H3.4) <p><i>Individual Social Studies teachers will decide on the depth of each topic based on the individual needs of their students.</i></p>
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Unit/Topic: Cold War	Quarter:	Time Frame:
<ul style="list-style-type: none"> ● Cold War including origins, nuclear deterrence, and outcome ● Government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenets, practices, and writings 	4th	3 Weeks

<p>ELA/SS Crosswalk</p> <p>Students will understand . . .</p> <ul style="list-style-type: none"> the causes and effects of the Cold War. the influence of the Cold War today. 		
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Compelling Questions: How can differing ideologies lead to global conflict?

<p>Supporting Questions:</p> <ol style="list-style-type: none"> Could the Cold War have been avoided? Compare the different world governments and ideologies (Democracy, Socialism, Communism). Describe the following origins of the Cold War (Western fear of communist expansion, Soviet fear of capitalist influences, development of nuclear weapons, Truman Doctrine)? How and why did Communism spread after WWII? What was the significance of the development of nuclear weapons? Explain U.S. and world foreign policies leading to the Cold War (NATO, Warsaw Pact, Truman Doctrine). How does President Nixon’s foreign policy begin to change the relationship between the United States of America and the Soviet Union and China? How did the events of the Berlin Wall falling affect the United States of America and other global countries? Describe the impact of the Cold War (i.e., creation of the Iron Curtain, arms race, Cuban Missile Crisis, space race) that led to global competition.
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Disciplinary Skills & Processes Standards	Core Standards
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<p>7.SP1.1 Analyze connections among events and developments in broader historical contexts.</p> <p>7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.</p> <p>7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant</p> <p>7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.</p>	<p>Civics</p> <p>7.C2.1 Explain how revolutions and other changes in government impact citizens’ rights.</p> <p>7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.</p> <p>7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.</p> <p>Economics</p>
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<p>7.SP2.2 Explain how and why perspectives of people have changed over time.</p> <p>7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p> <p>7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.</p> <p>7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.</p> <p>7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.</p> <p>7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.</p> <p>7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.</p> <p>7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.</p> <p>7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society.</p> <p>7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.</p> <p>7.E5.2 Compare the various economic systems.</p> <p>7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p> <p>Geography</p> <p>7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.</p> <ul style="list-style-type: none"> ● Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology <p>7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.</p> <p>History</p> <p>7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.</p> <p>7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.</p> <p>7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.</p> <p>7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.</p> <p>7.H3.2 Analyze how economic and political motivations impact people and events.</p> <p>7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.</p>
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	<p>7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.</p> <p>7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.</p> <p>7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.</p>
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Learning Targets:

<ol style="list-style-type: none"> 1. I can explain how revolutions and other changes in government impact citizens’ rights. (7.C2.1) 2. I can compare historical and contemporary means of changing societies to promote the common good. (7.C4.1) 3. I can explain how economic decisions affect individuals, businesses, and society. (7.E2.1) 4. I can explain the interdependence of trade and how trade barriers influence trade among nations. (7.E5.1) 5. I can explain various economic systems and their benefits and drawbacks for society. (7.E5.2 7.E5.3) 6. I can analyze various geographic representations and use geographic tools to explain relationships between places and their environments. (7.G1.2) 7. I can trace the development and impact of scientific, technological, and educational innovations. (7.H1.2) 8. I can compare the multiple causes and effects of conflict and approaches to peacemaking. (7.H2.2) 9. Analyze how religious, non-religious, economic, and political motivations impact people and events. (7.H3.1 7.H3.2) <p style="text-align: center;"><i>Individual Social Studies teachers will decide on the depth of each topic based on the individual needs of their students.</i></p>
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Unit/Topic: Global Conflicts	Quarter:	Time Frame:
<ul style="list-style-type: none"> ● Global conflicts and their consequences such as the Korean War, Vietnam War, Arab-Israeli Conflict, and Gulf War ● Government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenets, practices, and writings 	4th	7 Weeks

<p>ELA/SS Crosswalk</p> <p>Students will understand . . .</p> <ul style="list-style-type: none"> • the causes and effects of global conflicts. • the implications of these conflicts today. 		
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Compelling Questions: How do global conflicts impact nations?

<p>Supporting Questions:</p> <p>Korean War</p> <ol style="list-style-type: none"> 1. How did the Korean Conflict become a war? 2. What domestic concerns distracted American’s from the war? 3. Why is the Korean War a “forgotten” war? 4. Identify the causes and effects of the Korean War? <p>Vietnam War</p> <ol style="list-style-type: none"> 1. Identify the causes and effects of the Vietnam War? 2. Explain the impact the war had on the United States and American society. 3. Discuss relevant events, legislation, and agreements as it relates to the Vietnam War? 4. Examine the sociological impact of the conflict on soldiers and American society (ex: Agent Orange, draft system, etc...). 5. How does the media influence the Vietnam War Protest movement? (ex: Kent State, peace movement) 6. Describe how the war ended. <p>Arab Israeli Conflict</p> <ol style="list-style-type: none"> 1. Explain how international conditions affected the creation of Israel and analyze why persistent conflict developed between Israel and both Arab Palestinians and neighboring states. 2. Analyze why terrorist movements have proliferated and the extent of their impact on politics and society in various countries. 3. Assess the progress that has been made since the 1970s in resolving conflict between Israel and neighboring states. 4. Describe varieties of religious belief and practice in the contemporary world and analyze how the world’s religions have responded to challenges and uncertainties of the late 20th century. <p>Gulf War</p> <ol style="list-style-type: none"> 1. Why did Saddam Hussein order his army to invade Kuwait? 2. How did Soviet President Mikhail Gorbachev react when Iraq invaded Kuwait? 3. Why did President George H. W. Bush immediately send troops to Saudi Arabia after Iraq invaded Kuwait? 4. Why were some U.S. military leaders opposed to using force? 5. What did the Iraqi troops do as they retreated from Kuwait?

6. Why does the presence of American troops in the Persian Gulf create tensions?

Disciplinary Skills & Processes Standards	Core Standards
<p>7.SP1.1 Analyze connections among events and developments in broader historical contexts.</p> <p>7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.</p> <p>7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant</p> <p>7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.</p> <p>7.SP2.2 Explain how and why perspectives of people have changed over time.</p> <p>7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p> <p>7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.</p> <p>7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.</p> <p>7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.</p> <p>7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.</p> <p>7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.</p> <p>7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.</p>	<p>Civics</p> <p>7.C2.1 Explain how revolutions and other changes in government impact citizens’ rights.</p> <p>7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.</p> <p>7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.</p> <p>7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.</p> <p>7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.</p> <p>Economics</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society.</p> <p>7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.</p> <p>7.E5.2 Compare the various economic systems.</p> <p>7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p> <p>Geography</p> <p>7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.</p>

7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.

- Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.

History

7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.

7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.

7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.

7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.

7.H3.2 Analyze how economic and political motivations impact people and events.

7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.

7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.

7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.

7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.

Learning Targets:

1. I can explain how revolutions and other changes in government impact citizens' rights. (7.C2.1)
2. I can compare historical and contemporary means of changing societies to promote the common good. (7.C4.1)
3. I can explain how economic decisions affect individuals, businesses, and society. (7.E2.1)
4. I can explain the interdependence of trade and how trade barriers influence trade among nations. (7.E5.1)
5. I can explain various economic systems and their benefits and drawbacks for society. (7.E5.2 7.E5.3)
6. I can analyze various geographic representations and use geographic tools to explain relationships between places and their environments. (7.G1.2)
7. I can trace the development and impact of scientific, technological, and educational innovations. (7.H1.2)
8. I can compare the multiple causes and effects of conflict and approaches to peacemaking. (7.H2.2)
9. I can analyze how religious, non-religious, economic, and political motivations impact people and events. (7.H3.1 7.H3.2)

Individual Social Studies teachers will decide on the depth of each topic based on the individual needs of their students.