

## Charleston Middle School – Social Sciences – Grade 7

### 7<sup>th</sup> Grade ~ Exploration (1400-1600)

Illinois Learning Standards for Social Science (6-8)	Resources & Assessments	
<b><i>INQUIRY SKILLS</i></b>		
<b><i>Developing Questions and Planning Inquiry</i></b>		
Constructing Essential Questions	<b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.	<i>Creating America-</i> Chapter 1,2 Guided essential questions
Constructing Supporting Questions	<b>SS.IS.2.6-8:</b> Ask essential and focusing questions that will lead to independent research.	Student-generated questions  Essential Questions: Question like a historian. Who, What, Why, When, Where, How
Determining Helpful Sources	<b>SS.IS.3.6-8:</b> Determine sources representing multiple points of view that will assist in organizing a research plan	Develop Research Projects to answer essential questions while developing research and inquiry skills.
<b><i>Evaluating Sources and Using Evidence</i></b>		
Gathering and Evaluating Sources	<b>SS.IS.4.6-8.MdC:</b> Determine the credibility of sources based upon their origin, authority and context.	Validity of Sources Lesson – CMS Media Specialist  Primary Sources – Library of Congress Source Sets  Creating America Primary Sources
Developing Claims and Using Evidence	<b>SS.IS.5.6-8.MdC:</b> Identify evidence from multiple sources to support claims, noting its limitations.	The CHOICES Program: A Forgotten History- The Slave Trade and Slavery in New England  Interpreting Political Cartoons: Columbus Day  SHEG: Reading Like a Historian; Sourcing Contextualization Corroboration Close Reading Evaluating

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		<p>The DBQ Project – Mini Qs in American History Cabeza de Vaca</p> <p>SHEG: Beyond the Bubble; Creating Columbus Day</p>
<b><i>Communicating Conclusions and Taking Informed Action</i></b>		
Communicating Conclusions	SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.	<p>Argumentative / Expository Writing – ELA curriculum connection</p> <p>Explain events in history using the criteria listed at the left to create a research project on a topic. Class lessons will create opportunities for educated arguments and explanations through research projects described above.</p>
Critiquing Conclusions	SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).	Identify events in history and the impact of their outcomes, for example, the voyages and discoveries of Christopher Columbus and their impact on history.
Taking Informed Action	SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.	<p>Essential questions guide problem identification and make predictions about outcomes.</p> <p>Make an action plan to remember the landing of Columbus and his crew while also remembering the struggles of the Native people they encountered.</p>
<b><i>CIVICS STANDARDS</i></b>		
Civic and Political Institutions	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	<p><a href="https://sheg.stanford.edu/civic-online-reasoning">https://sheg.stanford.edu/civic-online-reasoning</a></p> <p>Atlantic Slave Trade, Silk Road, the Route to the Far East, Economic impact of these routes on countries, continents, and linking the world together in trade relationships that exist today.</p>
	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.	Identify GRAPES for civilizations of the Americas, Africa and Europe prior to and after exploration.

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Participation and Deliberation: Applying Civic Virtues and Democratic Principals	SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.	Identify the impact of exploration on the civilizations of 3 continents.
	SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system	Facing History and Ourselves: Resources and Programs
	SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.	Checkology.com – Civics education, online resources, guided activities and assessments for civics education.
Processes, Rules, and Laws	SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	Analyze the impact of European exploration on the native people of North, South and Mesoamerica during the Age of Exploration.

### GEOGRAPHY STANDARDS

Human Environment Interaction: Place, Regions, and Culture	SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	<p><i>Creating America</i> Geography Handbook p. 2-21</p> <p><a href="https://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif">https://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif</a></p>
Human Population	SS.G2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.	<p>Desk Map Activities – movement of animals and people from one continent to another (migration).</p> <p>Desk Atlas – Compare the size and populations of the Americas, Europe and Africa.</p> <p>Desk Atlas – movement of species from one continent to another</p>

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<p>Geographic Representations Human Environment Interaction Population</p>	<p>SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.</p>	<p><i>Creating America</i> Chapter 1 – Section 1, 2</p> <p>Explorer routes between Europe and the Americas</p> <p>Trade routes of the Americas – exchange of culture</p> <p>Silk Road</p>
<p>Global Interconnections</p>	<p>SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.</p>	<p>Crusades and its impact on Medieval Times</p> <p>Nystrom Map &amp; Atlas Activities: Three Worlds Meet Beginnings to 1620</p> <p>Loc.gov/collections/discovery-and-exploration</p> <p>Columbian Exchange, Triangular Trade, Atlantic Slave Trade</p> <p><i>Creating America</i> Chapter 1 – Section 3, 4</p>
<p><b><i>ECONOMICS and FINANCIAL LITERACY STANDARDS</i></b></p>		
<p>Economic Decision Making</p>	<p>SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.</p>	
<p>Exchange and Markets</p>	<p>SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.</p>	<p><i>Creating America</i> Chapter 1 – Section 1, 2</p> <p>Mercantilism – Chapter 2, Section 1</p> <p>Spanish Empire builds wealth by conquering Native empires</p>
<p>The National and Global Economy</p>	<p>SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.</p>	<p><i>Creating America</i> Chapter 1 – Section 3, 4</p> <p><i>Creating America</i> Chapter 2 – Section 3,4</p>
<p>Financial Literacy</p>	<p>SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.</p>	<p>Trade routes established among the early civilizations of the Americas. Trade of culture, language, goods and services among civilizations and tribes.</p>

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	SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth.	<p>The influence of Italian traders/merchants and their position on the Silk Road.</p> <p>Analyze the impact of the Atlantic Slave Trade on the Kingdoms of West Africa’s wealth.</p>
<b>HISTORY STANDARDS</b>		
Change, Continuity, and Context	SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts	<p><i>Creating America</i> – Chapter 1,2</p> <p>US History – People and Events: Queen Isabella Appoints an Admiral</p> <p><a href="http://gildermanlehrman.org">gildermanlehrman.org</a>: Exploration American Indians Imperial Rivalries</p>
Perspectives	SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.	<p>Smithsonian History Explorer – Lessons &amp; Activities: Middle Passage – Olaudah Equiano; Enslaved African Man</p>
Historical Sources and Evidence	SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	<p>SHEG: Reading Like a Historian; Moctezuma’s Zoo Atahualpa and the Bible Moctezuma and Cortes Martin Luther Black Death in Florence Mansa Musa</p>
Causation and Argumentation	SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.	<p>The Price of Doing Business: Joseph Hawkins, American Officer on a Slave Ship</p> <p>Picturing America: Pottery and Baskets 1100 Mission San Antonio</p> <p>Breakout EDU: Montezuma and Friends Leonardo’s Book: Renaissance Renaissance Art Heist Journey to the New World: European Exploration of America Silk Road</p> <p>Columbus Play (2)</p> <p>Turning Points Video Series: 16<sup>th</sup> &amp; 17<sup>th</sup> Century: Vol. 1</p>

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## Charleston Middle School – Social Sciences – Grade 7

### 7<sup>th</sup> Grade ~ Colonization (1600-1750)

Illinois Learning Standards for Social Science (6-8)	Resources	Assessments
<b><i>INQUIRY SKILLS</i></b>		
<b><i>Developing Questions and Planning Inquiry</i></b>		
Constructing Essential Questions	<b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.	<i>Creating America</i> - Chapter 3,4, 5 Guided essential questions
Constructing Supporting Questions	<b>SS.IS.2.6-8:</b> Ask essential and focusing questions that will lead to independent research.	Student-generated questions  Essential Questions: Question like a historian. Who, What, Why, When, Where, How
Determining Helpful Sources	<b>SS.IS.3.6-8:</b> Determine sources representing multiple points of view that will assist in organizing a research plan	Develop Research Projects to answer essential questions while developing research and inquiry skills. Primary Sources – Library of Congress Source Sets
<b><i>Evaluating Sources and Using Evidence</i></b>		
Gathering and Evaluating Sources	<b>SS.IS.4.6-8.MdC:</b> Determine the credibility of sources based upon their origin, authority and context.	Validity of Sources Lesson – CMS Media Specialist  Primary Sources – Library of Congress Source Sets  Creating America Primary Sources
Developing Claims and Using Evidence	<b>SS.IS.5.6-8.MdC:</b> Identify evidence from multiple sources to support claims, noting its limitations.	The CHOICES Program: A Forgotten History – The Slave Trade in New England  The DBQ Project – Mini Qs in American History- Early Jamestown What caused the Salem Witch Trial Hysteria of 1692?  The DBQ Project – Document Based Questions in American History- What Caused the Salem Witch Trial Hysteria?

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		<p>SHEG: Beyond the Bubble;                      The First Thanksgiving                      The Virginia Company                      Seven Year’s War                      Portrait of an Iroquois Leader                      Signing of the Mayflower Compact</p>
<b><i>Communicating Conclusions and Taking Informed Action</i></b>		
Communicating Conclusions	<p>SS.IS.6.6-8.MdC:                      Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.</p>	<p>Argumentative / Expository Writing – ELA curriculum connection                      Examples:                      The Lost Colony of Roanoke                      The First Thanksgiving from Both Sides                      The Interaction between Colonists and Natives:                      The Loss of Native American Land</p>
Critiquing Conclusions	<p>SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).</p>	<p>Explain events in history using the criteria listed at the left to create a research project on a topic. Class lessons will create opportunities for educated arguments and explanations through research projects described above.</p>
Taking Informed Action	<p>SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.</p>	<p>Identify events in history and the impact of their outcomes, for example, the voyages and discoveries of Christopher Columbus and their impact on history.</p> <p>Essential questions guide problem identification and make predictions about outcomes.</p>
<b><i>CIVICS STANDARDS</i></b>		
Civic and Political Institutions	<p>SS.EC.2.6-8.MdC:                      Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.</p>	<p>Identify the aspects of the New England Way and the emphasis on perfection in all aspects of society for economic success.</p>
	<p>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.</p>	<p>Analyze the importance of early examples of governing documents in history:                      Mayflower Compact                      Fundamental Orders of Connecticut                      (examples that will inspire the US Constitution)</p>



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Participation and Deliberation: Applying Civic Virtues and Democratic Principals	SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.	Identify the aspects of the New England Way and the emphasis on perfection in all aspects of society for economic success.
	SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system	Mayflower Compact Fundamental Orders of Connecticut  Facing History and Ourselves
	SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.	Checkology.com – Civics education, online resources, guided activities and assessments for civics education.
Processes, Rules, and Laws	SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	Analyze the impact of the arrival of English citizens and their settlements on the history and growth of the original 13 colonies.

### GEOGRAPHY STANDARDS

Human Environment Interaction: Place, Regions, and Culture	SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	<p><i>Creating America</i> Geography Handbook p. 2-21</p> <p>Mapping: The Massachusetts Bay Colony and Native American Land: King Philip’s War</p> <p><a href="https://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif">https://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif</a></p>
Human Population	SS.G2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.	<p><i>Creating America</i> Chapter 3 &amp; 4</p> <p>Mapping: Jamestown grows on to Powhatan Land</p>

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Geographic Representations Human Environment Interaction Population	SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	Nystrom Map & Atlas Activities: Colonization & Settlement 1585-1763  Analyze the impact of colonists on the landscape and resources of the Americas.
Global Interconnections	SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.	
<b><i>ECONOMICS and FINANCIAL LITERACY STANDARDS</i></b>		
Economic Decision Making	SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.	<i>Creating America</i> – Chapter 3 – Section 3  Identify how the colonies developed based on resources, climate and culture and how those factors shaped their economy and identity.
Exchange and Markets	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	
The National and Global Economy	SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.	
Financial Literacy	SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	

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	SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth.	
<b>HISTORY STANDARDS</b>		
Change, Continuity, and Context	SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts	<p><i>Creating America</i> – Chapters 3,4,5 Analyze the impact of trade between continents.</p> <p><i>Creating America</i> – Chapter 4 – Section 3</p>
Perspectives	SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.	<p><a href="http://www.c3teachers.org/inquiries/pilgrims-and-wampanoag/">http://www.c3teachers.org/inquiries/pilgrims-and-wampanoag/</a></p> <p><a href="http://www.c3teachers.org/inquiries/manhattan-purchase/">http://www.c3teachers.org/inquiries/manhattan-purchase/</a></p> <p>Reading Like a Historian: Did Pocahontas Rescue John Smith?</p>
Historical Sources and Evidence	SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	<p>US History People and Events: Capt. John Smith saves Jamestown Pilgrims Write the Mayflower Compact Religious Tolerance Law in Maryland Zenger Trial and Freedom of the Press Washington Joins Braddock’s Expedition</p>
Causation and Argumentation	SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.	<p>Teaching History.org: Jamestown’s Starving Time</p> <p>Gilderlehrman.org: Americas to 1620 Pilgrim Land Colonization and Settlement 1585-1763</p> <p>Smithsonian: History Explorer Lessons and Activities; Pilgrims &amp; Wampanoags</p> <p>Smithsonian: New France Manhattan Purchase American Indian Perspectives on Thanksgiving</p> <p>SHEG: Reading Like a Historian;</p>

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		<p>Great Awakening  Salem Witch Trials  King Philip’s War  Examining Passenger Lists  The Puritans  Mapping the New World  The Middle Passage  Pocahontas</p> <p>Breakout EDU activities:  The Lost Colony  Beware the Witch (Salem Witchcraft Trials)  Northern, Middle and Southern Colonies</p> <p>Picturing America:  View from Mount Holyoke (Puritan “City on a Hill”)</p> <p>Turning Points Video Series: 16<sup>th</sup> &amp; 17<sup>th</sup> Century:  Vol. 1, Vol. 2</p> <p>Turning Points Video Series: 18<sup>th</sup> Century  Vol. 1, Vol. 2</p>
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7 <sup>th</sup> Grade ~ Revolution (1750-1780)		
Illinois Learning Standards for Social Science (6-8)	Resources & Assessments	
<b><i>INQUIRY SKILLS</i></b>		
<i>Developing Questions and Planning Inquiry</i>		
Constructing Essential Questions	<b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.	<i>Creating America</i> – Chapter 6,7  Guided essential questions

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Constructing Supporting Questions	SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.	Student-generated essential questions
Determining Helpful Sources	SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan	<a href="http://www.loc.gov">www.loc.gov</a> Essential Questions: Question like a historian. Who, What, Why, When, Where, How Develop Research Projects to answer essential questions while developing research and inquiry skills. Primary Sources – Library of Congress Source Sets
<b><i>Evaluating Sources and Using Evidence</i></b>		
Gathering and Evaluating Sources	SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context.	Validity of Sources Lesson: CMS Media Specialist Loc.gov
Developing Claims and Using Evidence	SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.	The CHOICES Program: A Forgotten History – The American Revolution – Experiences of Rebellion World Digital Library: Bloody Massacre Perpetuated in King’s Street The DBQ Project-Mini Qs in American History- Valley Forge: Would you have Quit? The DBQ Project – Document Based Questions in American History- How Revolutionary was the American Revolution? SHEG: Beyond the Bubble; Declaration of Independence Washington Crosses the Delaware
<b><i>Communicating Conclusions and Taking Informed Action</i></b>		
Communicating Conclusions	SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and	Argumentative / Expository Writing – ELA curriculum connection Explain events in history using the criteria listed at the left to create a research project on a topic.

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	details, while acknowledging their strengths and weaknesses.	Class lessons will create opportunities for educated arguments and explanations through research projects described above.
Critiquing Conclusions	SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).	Identify events in history and the impact of their outcomes, for example, the Boston Massacre and how it was portrayed to the public by the media or the significance of the Boston Tea Party and its impact on the relationship between the colonies and the crown.
Taking Informed Action	SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.	Essential questions guide problem identification and make predictions about outcomes.  Construct an action plan for showing protest in non-violent ways. Provide alternatives to the actions taken by the Sons of Liberty.
<b>CIVICS STANDARDS</b>		
Civic and Political Institutions	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	Describe the actions of colonists (Boston Tea Party, Boycotting British goods) and their impact on the British economy, merchants and shippers.
	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.	Analyze for formation of colonial representative government during the Enlightenment period and the impact of the Magna Carta and the English Bill of Rights on colonial government and the actions taken against Britian.
Participation and Deliberation: Applying Civic Virtues and Democratic Principals	SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.	Evaluate the impact of the actions of the Sons of Liberty and the Daughters of Liberty on the economies of the colonies and Britain. What were the tools of protest used and how did they impact both sides of the Atlantic?
	SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system	How did the Olive Branch Petition and the Declaration of Independence shape the future of American government?  Facing History and Ourselves

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	SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.	Checkology.com – Civics education, online resources, guided activities and assessments for civics education.
Processes, Rules, and Laws	SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	How will the actions of the colonists and their experiences with British officials shape the Constitution and social norms in American society today.

### GEOGRAPHY STANDARDS

Human Environment Interaction: Place, Regions, and Culture	SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	<i>Creating America</i> Geography Handbook p. 2-21  <a href="https://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif">https://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif</a>
Human Population	SS.G2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.	Mapping: Loyalists and Patriots in the Colonies – How does this affect the events of the American Revolution?
Geographic Representations Human Environment Interaction Population	SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	Analyze how committees of correspondence lead to the birth of American media and how media shapes and influences American culture.
Global Interconnections	SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.	Evaluate the need for colonists to expand westward after the French-Indian War and how the Proclamation Line of 1763 prohibited such expansion for economic gain.

### ECONOMICS and FINANCIAL LITERACY STANDARDS

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Economic Decision Making	SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.	Proclamation Line of 1763 and the economic impact on colonists.  Explain the impact of the closing of Boston Harbor and the Navigation Acts on the colonial economy.  Analyze the effects of boycott and blockades.
Exchange and Markets	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	
The National and Global Economy	SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.	
Financial Literacy	SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	
	SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth.	Investigate the importance of private investors such as John Hancock, Haym Soloman and Marquis de Lafayette to the American Revolution.
<b>HISTORY STANDARDS</b>		
Change, Continuity, and Context	SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts	Loc.gov/collections: American Revolution and Its Era Maps and Charts of North America and the West Indies 1750-1789 Rochambeau Map Collection George Washington Papers American Revolution Thomas Jefferson Papers  Nystrom Map & Atlas Activities: Revolution and the New Nation 1754-1820
Perspectives	SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.	



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<p>Historical Sources and Evidence</p>	<p>SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p>	<p>Teachinghistory.org: Founding Mothers The Boston Massacre Causes of the American Revolution Declaration of Independence Charts of Freedom</p>
<p>Causation and Argumentation</p>	<p>SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.</p>	<p>US History People and Events: James Otis Fights the Stamp Act Sam Adams Tea Party Declaration of Independence Washington Stages Surprise Attack on Trenton Saratoga Benedict Arnold A Peace Treaty is Made with England</p> <p>Gilderlehrman.org: The American Revolution 1763-1783</p> <p>Digital docs in a box.org: American Revolution</p> <p>Smithsonian History Explorer: Lessons &amp; Activities: Declaration of Independence American Revolution Time Trial of Benedict Arnold Banished: Louisa Susannah Wells – Loyalist Woman Lexington &amp; Concord: A Historical Interpretation Lesson In Defense of Liberty: The Magna Carta in the American Revolution</p> <p>SHEG: Reading Like a Historian; Boston Massacre Declaration of Independence Loyalists Battle of Lexington and Concord Stamp Act</p> <p>Picturing America: Paul Revere Silversmith The Midnight Ride of Paul Revere George Washington Portrait Washington Crosses the Delaware Ben Franklin Statue The Last of the Mohicans The Ohio Capital Building</p>

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		<p>Breakout EDU Activities:</p> <ul style="list-style-type: none"> <li>The Boston Tea Party</li> <li>The Culper Ring Spies: American Revolution</li> <li>Road to the Revolution</li> <li>The Shot Heard Round the World</li> <li>Patriot or Loyalists? It's Up to You!</li> <li>American Revolution: Continental Congress</li> </ul> <p>Turning Points Video Series: 18<sup>th</sup> Century Vol. 2, Vol. 3</p>
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7 <sup>th</sup> Grade ~ Constitution & Flag		
Illinois Learning Standards for Social Science (6-8)	Resources	Assessments
<b><i>INQUIRY SKILLS</i></b>		
<b><i>Developing Questions and Planning Inquiry</i></b>		
Constructing Essential Questions	<b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.	<i>Creating America</i> Ch 8 & Constitution Handbook  Guided essential questions  Student-created essential questions  <a href="http://www.loc.gov">www.loc.gov</a>  Essential Questions: Question like a historian. Who, What, Why, When, Where, How  Develop Research Projects to answer essential questions while developing research and inquiry skills. Primary Sources – Library of Congress Source Sets
Constructing Supporting Questions	<b>SS.IS.2.6-8:</b> Ask essential and focusing questions that will lead to independent research.	
Determining Helpful Sources	<b>SS.IS.3.6-8:</b> Determine sources representing multiple points of view that will assist in organizing a research plan	
<b><i>Evaluating Sources and Using Evidence</i></b>		
Gathering and Evaluating Sources	<b>SS.IS.4.6-8.MdC:</b> Determine the credibility of sources based upon	Validity of Sources Lesson – CMS Media Specialist  Primary Sources – Library of Congress Source Sets

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	their origin, authority and context.	Creating America Primary Sources
Developing Claims and Using Evidence	SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.	Junior Scholastic: Evaluating Sources; Not All Sources are Created Equal  The DBQ Project – Mini Qs in American History How did the Constitution Guard Against Tyranny?
<b><i>Communicating Conclusions and Taking Informed Action</i></b>		
Communicating Conclusions	SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.	Junior Scholastic Play: 3/5 Compromise & Ratification Junior Scholastic Article: Federalists and Antifederalists
Critiquing Conclusions	SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).	Argumentative / Expository Writing – ELA curriculum connection Explain events in history using the criteria listed at the left to create a research project on a topic. Class lessons will create opportunities for educated arguments and explanations through research projects described above.
Taking Informed Action	SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.	Identify events in history and the impact of their outcomes, for example, the Constitutional Convention.  Essential questions guide problem identification and make predictions about outcomes.
<b><i>CIVICS STANDARDS</i></b>		
Civic and Political Institutions	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	<i>Creating America Ch 8 &amp; Constitution Handbook</i>

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	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.	Confederation Congress, Articles of Confederation, Constitutional Convention, Constitution of the United States
Participation and Deliberation: Applying Civic Virtues and Democratic Principals	SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.	Analyze the demographics of the Founding Fathers: Portrait of the Constitutional Convention
	SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system	How do the Bill of Rights establish a way of life for Americans today? How does the Constitution frame the government we used today and democracy?  The DBQ Project – Mini Qs in Civics
	SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.	Checkology.com – Civics education, online resources, guided activities and assessments for civics education.
Processes, Rules, and Laws	SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	Evaluate how the Founding Fathers established a framework of government that governs our nation into the 20 <sup>th</sup> century by being amendable and still applicable to American life today.

### GEOGRAPHY STANDARDS

Human Environment Interaction: Place, Regions, and Culture	SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	<i>Creating America</i> Geography Handbook p. 2-21
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Human Population	SS.G2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.	<a href="https://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif">https://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif</a>  Mapping Activities: Federalist and Anti-federalist Support by State and its impact on Ratifying the Constitution
Geographic Representations Human Environment Interaction Population	SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	Mapping Activities: How economic concerns, such as the institution of slavery, affected the ratification of the Constitution by geographic regions.
Global Interconnections	SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.	Mapping Activities: American expands westward after the American Revolution, adding new territories, states, and new economic and cultural challenges.

### ECONOMICS and FINANCIAL LITERACY STANDARDS

Economic Decision Making	SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.	
Exchange and Markets	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	
The National and Global Economy	SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.	
Financial Literacy	SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	

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	<p>SS.EC.FL.2.6-8.MdC:          Explain the correlation between investors, investment options (and associated risks), and income/wealth.</p>	
<b><i>HISTORY STANDARDS</i></b>		
<p>Perspectives</p>	<p>SS.H.2.6-8.MdC:          Analyze multiple factors that influenced the perspectives of people during different historical eras.</p>	<p>Our Federal &amp; State Constituion (Blue Book)          Schmidt &amp; Schmidt</p> <p>SHEG: Reading Like a Historian;          Slavery and the Constitution          Federalists and Antifederalists          Shay’s Rebellion</p> <p>US History: People and Events;          States Form a Confederation          Old Soldiers Threaten Civilian Rule          The Calling of the Constitutional Convention</p> <p>Teaching History.org          Charters of Freedom          Documents from the Continental Congress &amp;          Constitutional Convention          Creating the United States</p> <p>Log.gov/collections:          Documents from the Continental Congress and          Constitutional Convention (1774-1789)          James Madison Papers</p> <p>Smithsonian History Explorer: Lessons &amp;Activities;          Great Compromise          First Amendment          Federalism          Constitution          Preparing for the Oath</p> <p>Breakout EDU Activities:          National Secrets: Constitution          Commander in Mis-Chief          Constitution          What a Wonderful World – Flag(s) of Nations</p> <p>Turning Points Video Series: 18<sup>th</sup> Century;          Vol. 4</p>

# Charleston Middle School – Social Sciences – Grade 7

## Charleston Middle School – Social Sciences – Grade 7

7 <sup>th</sup> Grade ~ New Nation (1780-1820)		
Illinois Learning Standards for Social Science (6-8)	Resources	Assessments
<b><i>INQUIRY SKILLS</i></b>		
<b><i>Developing Questions and Planning Inquiry</i></b>		
Constructing Essential Questions	<b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.	<i>Creating America</i> – Chapter 9,10,11  Guided essential questions
Constructing Supporting Questions	<b>SS.IS.2.6-8:</b> Ask essential and focusing questions that will lead to independent research.	Student-generated essential questions
Determining Helpful Sources	<b>SS.IS.3.6-8:</b> Determine sources representing multiple points of view that will assist in organizing a research plan	<a href="http://www.loc.gov">www.loc.gov</a>  Essential Questions: Question like a historian. Who, What, Why, When, Where, How  Develop Research Projects to answer essential questions while developing research and inquiry skills. Primary Sources – Library of Congress Source Sets
<b><i>Evaluating Sources and Using Evidence</i></b>		
Gathering and Evaluating Sources	<b>SS.IS.4.6-8.MdC:</b> Determine the credibility of sources based upon their origin, authority and context.	Validity of Sources Lesson: CMS Media Specialist  Loc.gov
Developing Claims and Using Evidence	<b>SS.IS.5.6-8.MdC:</b> Identify evidence from multiple sources to support claims, noting its limitations.	The CHOICES Program: Challenges to the New Republic – War of 1812  SHEG: Beyond the Bubble; African American Workers War of 1812 Clay’s American System
<b><i>Communicating Conclusions and Taking Informed Action</i></b>		
Communicating Conclusions	<b>SS.IS.6.6-8.MdC:</b> Construct explanations	



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	using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.	Explain how Washington established the precedent for all other presidents who served after him during his two terms of office.
Critiquing Conclusions	SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).	Argumentative / Expository Writing – ELA curriculum connection Explain events in history using the criteria listed at the left to create a research project on a topic. Class lessons will create opportunities for educated arguments and explanations through research projects described above.
Taking Informed Action	SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.	Essential questions guide problem identification and make predictions about outcomes.  Make an action plan to for America to maintain foreign relations as a young nation and keep the nation out of the War of 1812.
<b>CIVICS STANDARDS</b>		
Civic and Political Institutions	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	Analyze the formation of the Lowell Mill System, Lowell Girls, Organization of Unions / Strikes Chapter 11, Sec 1
	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.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.	Analyze the impact on the Lewis and Clark Expedition and Westward Expansion on the Native American culture and way of life.
	SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in	

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Participation and Deliberation: Applying Civic Virtues and Democratic Principals	the founding documents of the United States and other countries, and explain how they influence the social and political system	How did the Constitution promote national and regional identity and growth as well as Manifest Destiny?  Checkology.com – Civics education, online resources, guided activities and assessments for civics education.
	SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.	
Processes, Rules, and Laws	SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	Facing History and Ourselves

### GEOGRAPHY STANDARDS

Human Environment Interaction: Place, Regions, and Culture	SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	<i>Creating America</i> Geography Handbook p. 2-21  <a href="https://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif">https://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif</a>
Human Population	SS.G2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.	Compare the identities shaping specific regions of the growing nation.  Analyze the impact of slavery on the economy of the south and westward expansion.
Geographic Representations Human Environment Interaction Population	SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	Chapter 10 Mapping Activity – Louisiana Purchase  Chapter 11, Sec 2 National & Regional Growth  Chapter 11 Mapping Activity  Nystrom Map & Atlas Activities: Revolution and the New Nation 1754-1820
Global Interconnections	SS.G.4.6-8.MdC: Explain how global changes in population	

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	distribution patterns affect changes in land use.	
<b><i>ECONOMICS and FINANCIAL LITERACY STANDARDS</i></b>		
Economic Decision Making	SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.	Slavery and its impact on America.
Exchange and Markets	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	Analyze how Alexander Hamilton shaped American policy as the first Secretary of the Treasury and the implementation of his financial plan for America based on his interpretation of the Constitution and how that applies to today's economic situation.
The National and Global Economy	SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.	Interpret how Hamilton and Jefferson's ideas on trade affected America then and now.  How did the Monroe Doctrine shape foreign policy?
Financial Literacy	SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	Explain how Jefferson's Embargo Act affected the American economy as well as Britain's blockade of American ports during the War of 1812.
	SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth.	
<b><i>HISTORY STANDARDS</i></b>		
Change, Continuity, and Context	SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts	Teaching history.org: Inventing the Cotton Gin – Class Debate
Perspectives	SS.H.2.6-8.MdC: Analyze multiple factors that influenced the	US History: People and Events; Washington Stays Calm in Stormy Times Matthew Lyon Defies the Sedition Act Opportunity Knocks – Jefferson Responds John Marshall Fulton's Folly US Declares War on England

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	perspectives of people during different historical eras.	<p>Missouri Compromise                      Eli Whitney Invents Cotton Gin                      Election Where Second Place was Enough to Win                      Americans Invest in Internal Improvements                      Some Slaves Refuse to give in to Masters                      North Develops Industrial Economy</p>
Historical Sources and Evidence	SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	<p>Loc.gov/collections:                      New Nation (1783-1815)                      Samuel FB Morse Papers                      Frederick Douglass Papers                      From Slavery to Freedom                      James Monroe Papers                      Slaves and the Courts (1740-1860)                      Voices from the Days of Slavery</p>
Causation and Argumentation	SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.	<p>SHEG: Reading Like a Historian;                      Second Middle Passage                      Slavery Narratives                      Nat Turner                      Lewis &amp; Clark                      Louisiana Purchase                      Hamilton vs. Jefferson</p> <p>Smithsonian:                      Internactive Star Spangled Banner                      History of the War of 1812</p> <p>Picturing America:                      The County Election</p> <p>Breakout EDU Activities:                      Decide the Election of 1800                      Lewis &amp; Clark</p> <p>Turning Points Video Series: 18<sup>th</sup> Century;                      Vol. 3, Vol. 4</p> <p>Turning Points Video Series: 19<sup>th</sup> Century;                      Vol. 1</p>

### 7<sup>th</sup> Grade ~ Expansion (1820-1850)

Illinois Learning Standards for Social Science (6-8)	Resources	Assessments
<b><i>INQUIRY SKILLS</i></b>		
<i>Developing Questions and Planning Inquiry</i>		

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Constructing Essential Questions	<b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.	<i>Creating America</i> – Chapter 12,13,14  Guided essential questions
Constructing Supporting Questions	SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.	Student-generated essential questions  <a href="http://www.loc.gov">www.loc.gov</a>
Determining Helpful Sources	SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan	Essential Questions: Question like a historian. Who, What, Why, When, Where, How  Develop Research Projects to answer essential questions while developing research and inquiry skills. Primary Sources – Library of Congress Source Sets
<b><i>Evaluating Sources and Using Evidence</i></b>		
Gathering and Evaluating Sources	SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context.	Validity of Sources Lesson: CMS Media Specialist  Loc.gov  The CHOICES Program: Westward Expansion – A New History
Developing Claims and Using Evidence	SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.	The DBQ Project – Mini Qs in American History How Free were Free Blacks in the North? Remembering the Alamo: A Personal Journal Was the United States Justified in Going to War with Mexico? The California Gold Rush: A Personal Journal  The DBQ Project – Document Based Questions in American History- How Democratic was Andrew Jackson? The California Gold Rush: A Personal Journal  SHEG: Beyond the Bubble; Immigration Traders in the West Women’s Rights

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<i>Communicating Conclusions and Taking Informed Action</i>		
Communicating Conclusions	SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.	Argumentative / Expository Writing – ELA curriculum connection Explain events in history using the criteria listed at the left to create a research project on a topic. Class lessons will create opportunities for educated arguments and explanations through research projects described above.
Critiquing Conclusions	SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).	Identify events in history and the impact of their outcomes, for example, Manifest Destiny, the Oregon Trail, the Gold Rush, Women’s Rights Movement, Abolitionist Movement
Taking Informed Action	SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.	Essential questions guide problem identification and make predictions about outcomes.  Make an action plan to settle land claims during the Gold Rush, provide opportunities for public speaking for suffrage and slavery, etc.
<b><i>CIVICS STANDARDS</i></b>		
Civic and Political Institutions	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	Describe the impact of reformers such as Dorothea Dix, Horance Mann, etc.  Describe the impact of the formation of labor unions
	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.	How did/did not the Constitution address the freedoms of women and African Americans.  How did Jackson’s Policy toward the Native Americans defy the Constitution and the Supreme Court?
	SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.	Analyze the impact of the Leaders of the Women’s Rights Movement & the Abolitionist Movement: Elizabeth Cady Stanton Lucretia Mott Carrie Chapman Sojourner Truth Susan B. Anthony William Lloyd Garrison Frederick Douglass
	SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in	

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Participation and Deliberation: Applying Civic Virtues and Democratic Principals	the founding documents of the United States and other countries, and explain how they influence the social and political system	How did the issue of state’s rights challenge the Constitution?
	SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.	Checkology.com – Civics education, online resources, guided activities and assessments for civics education.
Processes, Rules, and Laws	SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	Define the lasting impacts of Jackson’s policy toward Native Americans on culture in America today?

### GEOGRAPHY STANDARDS

Human Environment Interaction: Place, Regions, and Culture	SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	Nystrom Map & Atlas Activities: Expansion and Reform 1801-1860  <a href="https://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif">https://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif</a>
Human Population	SS.G2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.	Chapter 12 Map Activities: Native American Relocation  Chapter 13 Map Activities: Trails West Gold Rush Manifest Destiny
Geographic Representations Human Environment Interaction Population	SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	Manifest Destiny and its impact on westward expansion, the development of the transcontinental railroad and stage coach.
Global Interconnections	SS.G.4.6-8.MdC: Explain how global changes in population	Mapping Activity: The center of America’s population moves westward with territories becoming states.

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	distribution patterns affect changes in land use.	
<b><i>ECONOMICS and FINANCIAL LITERACY STANDARDS</i></b>		
Economic Decision Making	SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.	<p>How did the California Gold Rush develop the economy and identity of the West Coast?</p> <p>What impact did immigration have on the American economy from 1820-1850?</p>
Exchange and Markets	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	
The National and Global Economy	SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.	
Financial Literacy	SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	
	SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth.	
<b><i>HISTORY STANDARDS</i></b>		
Change, Continuity, and Context	SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts	<p>SHEG: Reading Like a Historian; The Gold Rush &amp; San Francisco Background on Women’s Suffrage Irish Immigration Texas Independence Manifest Destiny Indian Removal Nat Turner</p> <p>US History: People and Events;</p>
Perspectives	SS.H.2.6-8.MdC: Analyze multiple factors that influenced the	



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	perspectives of people during different historical eras.	<p>Man of the People Elected President                  The Five Civilized Tribes are Moved West                  Jackson Declares War on Nullifiers                  Houston Leads Texans to Independence                  Americans Take an Interest in Oregon                  Abolitionists Act – Congress Reacts                  Nicholas Trist Makes Peace with Mexico                  Sutter’s Secret is Told                  Daniel Webster Delivers the 7<sup>th</sup> of March Speech</p>
Historical Sources and Evidence	SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	<p>Loc.gov/collections:                  Louisiana – European Exploration                  William Henry Harrison Papers                  Expansion &amp; Reform 1815-1860</p>
Causation and Argumentation	SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.	<p>Smithsonian History Explorer: Lessons &amp; Activities;                  Westward Migration                  Slavery                  Discomforts of Travel                  Van Valen’s Gold Rush Discovery</p> <p>Digital docs in box:                  Westward Expansion and its Impact on Native Americans</p> <p>Picturing America:                  The County Election                  Black Hawk Natives                  View from Mount Holyoke                  American Flamingo                  Mandan Plains Natives                  Looking Down from Yosemite Valley</p> <p>Breakout EDU:                  Kill the Bank                  Panic of 1837                  Don’t Jump our Claim – Gold Rush                  Pass or Fail? Oregon Trail                  Votes for Women – Suffrage</p> <p>Turning Points Video Series: 19<sup>th</sup> Century;                  Vol. 1, Vol. 2</p>

Historical Sources and Evidence	SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected	
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	from different kinds of historical sources.	
Causation and Argumentation	SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.	

BOARD POLICY (6:60)		
<i>Item:</i>	<i>Standard:</i>	<i>Resources:</i>
3. Steroid Abuse	In grades 7-12, as well as interscholastic athletic programs, steroid abuse prevention must be taught.	7-8 Health Class Curriculum
4. Violence Prevention / Conflict Resolution	In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.	7-8 Health Class Curriculum
5. Technology Education	In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, Access to Electronic Networks and, at a minimum, include: (a) education	Technology Curriculum Map Scope and Sequence – Computer Ethics CE 3, CE 7  Internet Safety Blueprint (a,b,c)

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	about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.16	
6. Character Education	In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage.17	<i>In Search of Character</i> Video Series for Advisory Lessons – CMS Media Center  Teacher created Power points and smartboard lessons in teacher share drive to accompany video series for discussion points
7. Citizenship	In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.18	Pledge of Allegiance recited daily. (a)  Flag Code, Care and Display Unit of Study (a,c)  Citizenship/Patriotism/ Democratic Units of Study in Constitution Unit and Patriot's Day Lessons (a,b)
8. Physical Education	In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work	7-8 Physical Education Curriculum

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	<p>cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course.</p>	
<p>9. Health Education</p>	<p>In all schools, health education must be stressed including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law.</p>	<p>7-8 Physical Education &amp; Health Curriculum</p>
<p>10. Career / Vocational Education</p>	<p>In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between</p>	<p>CAT Program dropped at CMS</p>

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	<p>learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels</p>	
<p>12. Conservation of Natural Resources</p>	<p>In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it</p>	<p>7<sup>th</sup> Grade Science Curriculum Map</p> <p>NGSS Interdependent Relationships in Ecology</p> <p>MS LS 2-5 and MS LS 2.2</p> <p>NGSS Natural Selection and Adaptation MS LS 1-6</p>
<p>13. United States History Concepts</p>	<p>In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during</p>	<p><i>Creating America</i> Text – Chapter 5 Roots of Representative Government (a)</p> <p><i>Creating America</i> Text -Chapter 8 Creation of the United States Constitution (a,b)</p> <p>Constitution Unit of Study – 6 weeks (a,b)</p> <p>Illinois Government Unit of Study – 2 weeks (b)</p> <p>8<sup>th</sup> Grade Curriculum Map (c,d)</p> <p>7<sup>th</sup> &amp; 8<sup>th</sup> Grade Curriculum Map (e)</p>

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	the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State. <sup>24</sup>	
14. US History / Congressional Medal of Honor	In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film. <sup>26</sup>	Congressional Medal of Honor Video (teacher share drive – CMS) used during Veteran’s Day Lessons in conjunction with the school wide Veteran’s Day Program and Lessons
15. Holocaust Education	In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan	8 <sup>th</sup> Grade Social Sciences Curriculum Map  Field Trip to CANDLES Museum – 8 <sup>th</sup> Grade, Terre Haute, Indiana, presentation by Holocaust survivor Eva Kor
16. Women in History	In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women. <sup>28</sup>	7 <sup>th</sup> Grade Research Project / Stamp Design <i>Women In History</i> Project
17. Black History	In all schools, the curriculum includes a unit of instruction on Black History, including the history of the African slave trade, slavery in	7 <sup>th</sup> Grade Language Arts Black History Month Projects – Research papers, Power point presentations, Posters and Mock Facebook pages highlighting the lives and significant achievements of African Americans in American History.

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	<p>America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans 29</p>	<p>Choices Program – <i>Slave Trade</i></p> <p><i>Creating America</i> Text -Chapter 1, 2, 11, 14, 15, 29</p>
<p>19. Disability History and Awareness</p>	<p>In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement</p>	<p>8<sup>th</sup> Grade Social Sciences Curriculum Map</p> <p>Key legislation regarding individuals with disabilities and the disabilities act.</p>

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ILLINOIS STATE MANDATES		
African American History	<p>Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Black History. These events shall include not only the contributions made by individual African-Americans in government and in the arts, humanities and sciences to the economic, cultural and political development of the United States and Africa, but also the socio-economic struggle which African-Americans experienced collectively in striving to achieve fair and equal treatment under the laws of this nation. The studying of this material shall constitute an affirmation by students of their commitment to respect the dignity of all races and peoples and to forever eschew every form of discrimination in their lives and careers.</p>	<p>7<sup>th</sup> and 8<sup>th</sup> Grade Social Sciences Curriculum Maps</p> <p>Black History Month Projects – 7<sup>th</sup> Grade</p>
Civics and Patriotism	<p>Sec. 27 3. Patriotism and principles of representative government — Proper use of flag — Method of voting Pledge of Allegiance. American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools and other educational institutions supported or maintained in</p>	<p>7<sup>th</sup> Grade Curriculum Maps – Constitution and Flag Unit</p>



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	<p>whole or in part by public funds. No student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects. Instruction shall be given in all such schools and institutions in the method of voting at elections by means of the Australian Ballot system and the method of the counting of votes for candidates. The Pledge of Allegiance shall be recited each school day by pupils in elementary and secondary educational institutions supported or maintained in whole or in part by public funds. (Source: P.A. 92 612, eff. 7 3 02.)</p>	
<p>Consumer Education</p>	<p>05 ILCS 5/27-12.1. Consumer education Sec. 27-12.1. Consumer education.</p> <p>a) Subject to the provisions of subsection (b) of this Section, pupils in the public schools in <b>grades 9 through 12</b> shall be taught and be required to study courses which include instruction in the area of consumer education, including but not necessarily limited to installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system. The State Board of Education shall devise or approve the consumer education curriculum for</p>	<p>CHS Mandate</p>

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	<p>grades 9 through 12 and specify the minimum amount of instruction to be devoted thereto.</p>	
<p>History Requirement</p>	<p>105 ILCS 5/27 21 (from Ch. 122, par. 27 21)            Sec. 27 21. History of United States.            History of the United States shall be taught in all public schools and in all other educational institutions in this State supported or maintained, in whole or in part, by public funds.            "The teaching of history shall have as one of its objectives the imparting to pupils of a comprehensive idea of our democratic form of government and the principles for which our government stands as regards other nations, including the studying of the place of our government in world wide movements and the leaders thereof, with particular stress upon the basic principles and ideals of our representative form of government."            "The teaching of history shall include a study of the role and contributions of African Americans and other ethnic groups including but not restricted to Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czech, Slovak, French, Scots, Hispanics, Asian Americans, etc., in the history of this country and this State."            "The teaching of history also shall include a study of the role of labor unions and their interaction with government</p>	<p>7<sup>th</sup> and 8<sup>th</sup> Grade Social Science Curriculum Maps</p>

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	<p>in achieving the goals of a mixed free enterprise system."</p> <p>No pupils shall be graduated from the eighth grade of any public school unless he has received such instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof.</p> <p>(Source: P.A. 92 27, eff. 7 1 01; 93 406, eff. 1 1 04.)</p>	
<p>Irish Famine Study</p>	<p>Sec. 27-20.6</p> <p>Every public elementary school and high school may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland. This period in world history is known as the "Irish Famine", in which millions of Irish died or emigrated. The study of this material is a reaffirmation of the commitment of free people of all nations to eradicate the causes of famine that exist in the modern world.</p>	<p>7<sup>th</sup> Grade Social Science Curriculum Map – Immigration between 1820-1850</p>
<p>Study of Women in History</p>	<p>Paragraph 27-20.5</p> <p>Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the history of women in America. These events shall include not only the contributions made by individual women in government, the arts, sciences, education, and in the economic, cultural, and political development of Illinois and of the United States, but shall also include a study of women's struggles to gain the right to vote and</p>	<p>8<sup>th</sup> Grade Social Sciences Curriculum Map</p> <p>7<sup>th</sup> Grade Projects in March Women's History Month</p> <p>EIU Living History Speakers visit CMS in March/April</p>

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	to be treated equally as they strive to earn and occupy positions of merit in our society.	
Leif Erickson Day	October 9, if a school day, otherwise the school day nearest such date, is designated as Leif Erikson Day. On such day one half hour may be devoted in the schools to instruction and appropriate exercises relative to and in commemoration of the life and history of Leif Erickson and the principles and ideals he fostered. (Source: Laws 1961, p. 31.)	
American Indian Day	The fourth Friday of September is designated "American Indian Day," to be observed throughout the State as a day on which to hold appropriate exercises in commemoration of the American Indians. (Source: Laws 1961, p. 31.)	7 <sup>th</sup> and 8 <sup>th</sup> Grade Social Science Curriculum Maps (year long study of impact of the growth of the United States on American Indians)
Illinois Law Week	The first full school week in May is designated "Illinois Law Week". During that week, the public schools may devote appropriate time, instruction, study, and exercises in the procedures of the legislature and the enactment of laws, the courts and the administration of justice, the police and the enforcement of law, citizen responsibilities, and other principles and ideals to promote the importance of government under law in the State. (Source: P.A. 92 85, eff. 7 12 01.)	7 <sup>th</sup> Grade – Illinois Law and Constitution studied in May.

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**Classrooms in Action:** <http://www.ilclassroomsinaction.org/social-science.html>

### **General Resources:**

Illinois State Board of Education: <https://www.isbe.net/Pages/Social-Science.aspx>

Illinois Bicentennial: <https://illinois200.com/>

National Council for the Social Studies: <https://www.socialstudies.org/>

Illinois Council for the Social Studies: <http://www.illinoiscss.org/>

Breakout EDU: <https://www.breakoutedu.com/>

### **Assessment Resources:**

National Council for the Social Studies: <https://www.socialstudies.org/resources/assessment>

Assessment Resource Center for History: <http://www.umbc.edu/che/arch/>

SHEG: Beyond the Bubble: <https://sheg.stanford.edu/>

### **Primary & Secondary Sources:**

Docs Teach: <https://www.docsteach.org/>

National Archives: <https://www.archives.gov/education>

American Archive of Public Broadcasting: <http://americanarchive.org/>

Smithsonian Learning Lab: <https://learninglab.si.edu/>

Smithsonian Institution – Digitization 3D: <https://3d.si.edu/>

World Digital Library (WDL): <https://www.wdl.org/en/>

Library of Congress: <https://www.loc.gov/>

Gilder Lehrman Institute: <https://www.gilderlehrman.org/>

Digital Docs in a Box: <http://teachinghistory.org/history-content/website-reviews/24998>

SHEG: Reading Like a Historian: <https://sheg.stanford.edu/history-lessons>

### **Non-Web Resources:**

Lee, George. *U.S. History People and Events 1607-1865*. Mark Twain Media, Inc., 2005.

Mac Austin, Hilary, and Kathleen Thompson. *Examining the Evidence: Seven Strategies for Teaching with Primary Sources*. Maupin House Publishing, 2015.

Schmidt, Alex J., and Steven L. Schmidt. *Our Federal and State Constitutions*. AJS Publications, Inc., 2017.

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Stallings, Barbara. *The Choices for the 21st Century Education Program*,. 4th edition, Brown University, October 2006, thechoices.edu.

“Turning Points in U.S. History: 16th & 17th Century." *Ambrose DVD*, Ambrose Video Publishing, Inc., 2008.

“Turning Points in U.S. History: 18th Century." *Ambrose DVD*, Ambrose Video Publishing, Inc., 2003.

“Turning Points in U.S. History: 19th Century." *Ambrose DVD*, Ambrose Video Publishing, Inc., 2002.

Wineburg, Sam, et al., and Daisy Martin *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*,. Teachers College Press, 2013.

Illinois Learning Standards for Social Science (6-8)	Resources / Websites
<b>INQUIRY SKILLS</b>	
<b>Developing Questions and Planning Inquiry</b>	
Constructing Essential Questions	<p><b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.</p> <p><a href="http://www.ilclassroomsinaction.org/social-science.html">http://www.ilclassroomsinaction.org/social-science.html</a></p> <p><b><i>Inquiry Resources:</i></b></p>
Constructing Supporting Questions	<p>Edutopia – Inquiry Based Learning Resources  <a href="https://www.edutopia.org/topic/inquiry-based-learning">https://www.edutopia.org/topic/inquiry-based-learning</a></p> <p>The Right Question Institute  <a href="http://rightquestion.org/education/">http://rightquestion.org/education/</a></p> <p>The News Literacy Project  <a href="http://www.thenewsliteracyproject.org/">http://www.thenewsliteracyproject.org/</a></p>
Determining Helpful Sources	<p>Engage NY  <a href="https://www.engageny.org/new-york-state-k-12-social-studies">https://www.engageny.org/new-york-state-k-12-social-studies</a></p> <p>C3 Teachers  <a href="http://www.c3teachers.org/">http://www.c3teachers.org/</a></p> <p>Teaching Channel – Inquiry Based Teaching Series  <a href="https://www.teachingchannel.org/videos/reasons-for-inquiry-based-teaching">https://www.teachingchannel.org/videos/reasons-for-inquiry-based-teaching</a></p>

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<b><i>Evaluating Sources and Using Evidence</i></b>		
Gathering and Evaluating Sources	SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context.	
Developing Claims and Using Evidence	SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.	
<b><i>Communicating Conclusions and Taking Informed Action</i></b>		
Communicating Conclusions	SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.	
Critiquing Conclusions	SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).	
Taking Informed Action	SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.	
<b><i>CIVICS STANDARDS</i></b>		

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Civic and Political Institutions	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	<a href="http://www.ilclassroomsinaction.org/social-science.html">http://www.ilclassroomsinaction.org/social-science.html</a>  <b>Civics Resources:</b>  Illinois Civics <a href="https://www.illinoiscivics.org/">https://www.illinoiscivics.org/</a>
	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.	Mikva Challenge <a href="https://www.mikvachallenge.org/">https://www.mikvachallenge.org/</a>  Constitutional Rights Foundation of Chicago <a href="http://www.crfc.org/">http://www.crfc.org/</a>  iCivics <a href="https://www.icivics.org/">https://www.icivics.org/</a>
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.	National Constitution Center – Educational Resources <a href="https://constitutioncenter.org/learn/educational-resources/">https://constitutioncenter.org/learn/educational-resources/</a>
	SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system	The Civics Renewal Network <a href="https://www.civicsrenewalnetwork.org/">https://www.civicsrenewalnetwork.org/</a>  Illinois State Bar Assoc. Civics Education for Teachers <a href="https://www.isba.org/teachers">https://www.isba.org/teachers</a>
	SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.	Youth Leadership Initiative <a href="http://www.youthleadership.net/">http://www.youthleadership.net/</a>  Checkology <a href="https://checkology.org/">https://checkology.org/</a>
Processes, Rules, and Laws	SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	

### GEOGRAPHY STANDARDS



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Human Environment Interaction: Place, Regions, and Culture	SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	<a href="http://www.ilclassroomsinaction.org/social-science.html">http://www.ilclassroomsinaction.org/social-science.html</a>  <b>Geography Resources:</b>  Illinois Geographic Alliance: <a href="https://iga.illinoisstate.edu/">https://iga.illinoisstate.edu/</a>
Human Population	SS.G2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.	National Council for Geographic Education <a href="http://www.ncge.org/">http://www.ncge.org/</a>  Global Awareness Map <a href="http://v-nep.org/global-awareness-map/">http://v-nep.org/global-awareness-map/</a>
Geographic Representations Human Environment Interaction Population	SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	Geography Education.org <a href="https://geographyeducation.org/">https://geographyeducation.org/</a> <a href="https://www.scoop.it/t/geography-education">https://www.scoop.it/t/geography-education</a>  GE Teach <a href="https://geteach.com/">https://geteach.com/</a>
Global Interconnections	SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.	
<b><i>ECONOMICS and FINANCIAL LITERACY STANDARDS</i></b>		
Economic Decision Making	SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.	<a href="http://www.ilclassroomsinaction.org/social-science.html">http://www.ilclassroomsinaction.org/social-science.html</a>  <b>Economics &amp; Financial Literacy Resources:</b>
Exchange and Markets	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	Econ Illinois <a href="http://econillinois.org/">http://econillinois.org/</a>  EconEdLink <a href="https://www.econedlink.org/">https://www.econedlink.org/</a>
The National and Global Economy	SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.	My Money.gov <a href="https://www.mymoney.gov/Pages/default.aspx">https://www.mymoney.gov/Pages/default.aspx</a>  Federal Reserve – Education <a href="https://www.federalreserveeducation.org/">https://www.federalreserveeducation.org/</a>

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Financial Literacy	SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	Illinois Financial Literacy Initiative <a href="https://www.idfpr.com/Consumers/IFLI/IFLI.asp">https://www.idfpr.com/Consumers/IFLI/IFLI.asp</a>  United States Mint <a href="https://www.usmint.gov/learn/educators">https://www.usmint.gov/learn/educators</a>
	SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth.	
<b>HISTORY STANDARDS</b>		
Change, Continuity, and Context	SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts	<a href="http://www.ilclassroomsinaction.org/social-science.html">http://www.ilclassroomsinaction.org/social-science.html</a>  <b>History Resources:</b>
Perspectives	SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.	Facing History and Ourselves <a href="https://www.facinghistory.org/">https://www.facinghistory.org/</a>  Teaching History.org <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>
Historical Sources and Evidence	SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	The DBQ Project <a href="https://www.dbqproject.com/">https://www.dbqproject.com/</a>  The History Channel <a href="http://www.history.com/classroom">http://www.history.com/classroom</a>  Our Documents <a href="https://www.ourdocuments.gov/index.php?flash=true&amp;">https://www.ourdocuments.gov/index.php?flash=true&amp;</a>
Causation and Argumentation	SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.	Illinois Historic Preservation Agency <a href="https://www2.illinois.gov/dnrhistoric/Pages/default.aspx">https://www2.illinois.gov/dnrhistoric/Pages/default.aspx</a>  Illinois Veterans & Community Classroom Project <a href="http://ilvets.ltc.k12.il.us/ilvets/">http://ilvets.ltc.k12.il.us/ilvets/</a>  RAS Collaborative Online Curriculum <a href="http://rasblm.org/ras-collaborative-online-curriculum/">http://rasblm.org/ras-collaborative-online-curriculum/</a>

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