

**GRADE 7: SOCIAL STUDIES CURRICULUM FRAMEWORKS  
UNITED STATES STUDIES (1800 TO PRESENT)**

<b>UNIT 1: HISTORICAL INTERPRETATION</b> <i>(implemented)</i>				
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency/Skills</b> (To be determined by teachers/teams)	<b>Formative/Summative Assessments</b>	<b>Resources</b>
<p><u>Substrand</u>: Historical Thinking Skills <u>Standard</u>: Understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.</p>	<p>Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources. (Standard: 7.4.1.2.1)</p>	<ul style="list-style-type: none"> <li>• Understand difference between primary and secondary sources, objective and subjective interpretations.</li> <li>• Analyze sources for bias, frame of reference, authenticity, and reliability.</li> <li>• Examine the benefits of reflection as related to one’s own personal history and U.S. history.</li> <li>• Select topic, conduct an oral history and write Defining Moment Essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Defining Moment Project</li> <li>• Defining Moment Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Bookwork: Chapter “What is history?”</li> <li>• Text: <u>Introduction to the Social Sciences</u> (by Banstingl)</li> </ul>

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<b>UNIT 2: A CHANGING NATION</b> ( <i>U.S. history needs to be implemented</i> )				
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency/Skills (To be determined by teachers/teams)	Formative/Summative Assessments	Resources
<p><u>Substrand:</u> People, Cultures and Change Over Time  <u>Standard:</u> Understand that the differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.</p>	<p>Compare and contrast the distribution and political status of indigenous populations in the United States and Canada; describe how their status has evolved throughout the nineteenth and twentieth centuries.            (Standard: 7.4.2.4.1)</p>	<ul style="list-style-type: none"> <li>• Indigenous populations.</li> <li>• Discuss territorial expansion of the U.S. (Louisiana Purchase and Mexican Territory).</li> <li>• Discuss new technologies and innovations that transformed U.S.</li> <li>• Causes and consequences of abolition and women’s rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Undecided</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <u>Creating America</u>, Chapters 13-14</li> </ul>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861)</p>	<p>Describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and annexation. (Expansion and Reform: 1792-1861) <i>For example:</i> Tecumseh’s War, Adams-Onis Treaty of 1819, Texas annexation, Oregon Trail, “Manifest Destiny” concept (Standard: 7.4.4.18.1)</p>	<ul style="list-style-type: none"> <li>• Indigenous populations.</li> <li>• Discuss territorial expansion of the U.S. (Louisiana Purchase and Mexican Territory).</li> <li>• Discuss new technologies and innovations that transformed U.S.</li> <li>• Causes and consequences of abolition and women’s rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Undecided</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <u>Creating America</u>, Chapters 13-14</li> </ul>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861)</p>	<p>Identify new technologies and innovations that transformed the United States’ economy and society; explain how they influenced political and regional development. (Expansion and Reform: 1792-1861) <i>For example:</i> Cotton gin, power loom, steam engine, railroad. (Standard: 7.4.4.18.2)</p>	<ul style="list-style-type: none"> <li>• Indigenous populations.</li> <li>• Discuss territorial expansion of the U.S. (Louisiana Purchase and Mexican Territory).</li> <li>• Discuss new technologies and innovations that transformed U.S.</li> <li>• Causes and consequences of abolition and women’s rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Undecided</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <u>Creating America</u>, Chapters 13-14</li> </ul>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861)</p>	<p>Identify causes and consequences of Antebellum reform movements including abolition and women’s rights. (Expansion and Reform: 1792-1861) <i>For example:</i> Second Great Awakening, Underground Railroad, 1848 Seneca Falls convention, Ten-Hour movement. (Standard: 7.4.4.18.3)</p>	<ul style="list-style-type: none"> <li>• Indigenous populations.</li> <li>• Discuss territorial expansion of the U.S. (Louisiana Purchase and Mexican Territory).</li> <li>• Discuss new technologies and innovations that transformed U.S.</li> <li>• Causes and consequences of abolition and women’s rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Undecided</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <u>Creating America</u>, Chapters 13-14</li> </ul>

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<b>UNIT 3: A NATION DIVIDED AND REBUILT (CIVIL WAR) <i>(implemented)</i></b>				
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency/Skills (To be determined by teachers/teams)</b>	<b>Formative/Summative Assessments</b>	<b>Resources</b>
<p><b>Substrand:</b> United States History  <b>Standard:</b> Understand that regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)</p>	<p>Cite the main ideas of the debate over slavery and states' rights; explain how they resulted in major political compromises and, ultimately, war. (Civil War and Reconstruction: 1850-1877)  <i>For example:</i> Missouri Compromise, Nullification Crisis, Compromise of 1850, Bleeding Kansas.            (Standard: 7.4.4.19.1)</p>	<ul style="list-style-type: none"> <li>• Slavery and states' rights (PowerPoint on political compromises)</li> <li>• Major political and military events of Civil War (using interact simulation)</li> <li>• Effects of Civil/Reconstruction</li> <li>• Map of Divided U.S.</li> </ul>		<ul style="list-style-type: none"> <li>• Civil War mapping</li> <li>• Interact Civil War Simulation</li> <li>• Textbook: <u>Creating America</u>, Chapters 15, 16, 17, 18</li> </ul>
<p><b>Substrand:</b> United States History  <b>Standard:</b> Understand that regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)</p>	<p>Outline the major political and military events of the Civil War; evaluate how economics and foreign and domestic politics affected the outcome of the war. (Civil War and Reconstruction: 1850-1877)            (Standard: 7.4.4.19.2)</p>	<ul style="list-style-type: none"> <li>• Slavery and states' rights (PowerPoint on political compromises)</li> <li>• Major political and military events of Civil War (using interact simulation)</li> <li>• Effects of Civil/Reconstruction</li> <li>• Map of Divided U.S.</li> </ul>		<ul style="list-style-type: none"> <li>• Civil War mapping</li> <li>• Interact Civil War Simulation</li> <li>• Textbook: <u>Creating America</u>, Chapters 15, 16, 17, 18</li> </ul>
<p><b>Substrand:</b> United States History  <b>Standard:</b> Understand that regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)</p>	<p>Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples. (Civil War and Reconstruction: 1850-1877)  <i>For example:</i> Reconstruction, Thirteenth, Fourteenth and Fifteenth Amendments, Black Codes, sharecropping, National and American Woman Suffrage Associations, Homestead Act.            (Standard: 7.4.4.19.3)</p>	<ul style="list-style-type: none"> <li>• Slavery and states' rights (PowerPoint on political compromises)</li> <li>• Major political and military events of Civil War (using interact simulation)</li> <li>• Effects of Civil/Reconstruction</li> <li>• Map of Divided U.S.</li> </ul>		<ul style="list-style-type: none"> <li>• Civil War mapping</li> <li>• Interact Civil War Simulation</li> <li>• Textbook: <u>Creating America</u>, Chapters 15, 16, 17, 18</li> </ul>

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<b>UNIT 3: A NATION DIVIDED AND REBUILT (CIVIL WAR) <i>(implemented) (continued)</i></b>				
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency/Skills</b> (To be determined by teachers/teams)	<b>Formative/Summative Assessments</b>	<b>Resources</b>
<p><u>Substrand</u>: Geospatial Skills – The World in Spatial Terms  <u>Standard</u>: Understand that people use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</p>	<p>Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.  <i>For example</i>: “TODALSS” map basics—title, orientation, date, author, legend/key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.            (Standard: 7.3.1.1.1) (Mapping)</p>	<ul style="list-style-type: none"> <li>• Slavery and states’ rights (PowerPoint on political compromises)</li> <li>• Major political and military events of Civil War (using interact simulation)</li> <li>• Effects of Civil/Reconstruction</li> <li>• Map of Divided U.S.</li> </ul>		<ul style="list-style-type: none"> <li>• Civil War mapping</li> <li>• Interact Civil War Simulation</li> <li>• Textbook: <u>Creating America</u>, Chapters 15, 16, 17, 18</li> </ul>

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**UNIT 4: AMERICA TRANSFORMED** *(implemented)*

Substrand/Standard	Curriculum Benchmark	Standards of Proficiency/Skills (To be determined by teachers/teams)	Formative/Summative Assessments	Resources
<p><b>Substrand:</b> Geospatial Skills – The World in Spatial Terms  <b>Standard:</b> Understand that people use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</p>	<p>Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.  <i>For example:</i> “TODALSS” map basics—title, orientation, date, author, legend/key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.            (Standard: 7.3.1.1.1) (Mapping)</p>	<ul style="list-style-type: none"> <li>• Growth in the West: How might life change in the West?</li> <li>• An industrial society: Growth of industry; railroads transform the nation; the Rise of Big Business Workers Organize</li> <li>• Changes in American life: Cities</li> <li>• Grow and change, new immigrants segregation and discrimination</li> <li>• The Progressive Era (Roosevelt and Progressivism) (Women and New Rights – Feminism Movement)</li> </ul>		<ul style="list-style-type: none"> <li>• Textbook: <u>Creating America</u>, Chapters 19, 20, 21, 22</li> </ul>
<p><b>Substrand:</b> United States History  <b>Standard:</b> Understand that as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)</p>	<p>Explain the impact of the United States Industrial Revolution on the production, consumption and distribution of goods. (Development of an Industrial United States: 1870-1920)  <i>For example:</i> Iron and steel industries, transcontinental railroad, electric lighting, Sears Roebuck &amp; Co.            (Standard: 7.4.4.20.1)</p>	<ul style="list-style-type: none"> <li>• Growth in the West: How might life change in the West?</li> <li>• An industrial society: Growth of industry; railroads transform the nation; the Rise of Big Business Workers Organize</li> <li>• Changes in American life: Cities</li> <li>• Grow and change, new immigrants segregation and discrimination</li> <li>• The Progressive Era (Roosevelt and Progressivism) (Women and New Rights – Feminism Movement)</li> </ul>		<ul style="list-style-type: none"> <li>• Textbook: <u>Creating America</u>, Chapters 19, 20, 21, 22</li> </ul>
<p><b>Substrand:</b> United States History  <b>Standard:</b> Understand that as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)</p>	<p>Analyze the consequences of economic transformation on migration, immigration, politics and public policy at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920)  <i>For example:</i> The “New Immigration” from Eastern and Southern Europe, “Great Migration” of African Americans to the North, Tammany Hall, Sherman Anti-Trust Act.            (Standard: 7.4.4.20.2)</p>	<ul style="list-style-type: none"> <li>• Growth in the West: How might life change in the West?</li> <li>• An industrial society: Growth of industry; railroads transform the nation; the Rise of Big Business Workers Organize</li> <li>• Changes in American life: Cities</li> <li>• Grow and change, new immigrants segregation and discrimination</li> <li>• The Progressive Era (Roosevelt and Progressivism) (Women and New Rights – Feminism Movement)</li> </ul>		<ul style="list-style-type: none"> <li>• Textbook: <u>Creating America</u>, Chapters 19, 20, 21, 22</li> </ul>

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**UNIT 4: AMERICA TRANSFORMED** *(implemented)*

Substrand/Standard	Curriculum Benchmark	Standards of Proficiency/Skills (To be determined by teachers/teams)	Formative/Summative Assessments	Resources
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)</p>	<p>Compare and contrast reform movements at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920)  <i>For example:</i> Progressivism (Civil Service reform, Settlement House movement, National Consumers League, muckrakers), American Federation of Labor, Populism, National Association for the Advancement of Colored People (NAACP).            (Standard: 7.4.4.20.3)</p>	<ul style="list-style-type: none"> <li>• Growth in the West: How might life change in the West?</li> <li>• An industrial society: Growth of industry; railroads transform the nation; the Rise of Big Business Workers Organize</li> <li>• Changes in American life: Cities</li> <li>• Grow and change, new immigrants segregation and discrimination</li> <li>• The Progressive Era (Roosevelt and Progressivism) (Women and New Rights – Feminism Movement)</li> </ul>		<ul style="list-style-type: none"> <li>• Textbook: <u>Creating America</u>, Chapters 19, 20, 21, 22</li> </ul>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)</p>	<p>Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations. (Development of an Industrial United States: 1870-1920)  <i>For example:</i> Withdrawal of federal troops from the South in 1877, Southern "redeemer" governments, 1892 <i>Plessy v. Ferguson</i> decision, 1882 Chinese Exclusion Act, 1887 Dawes Allotment Act.            (Standard: 7.4.4.20.4)</p>	<ul style="list-style-type: none"> <li>• Growth in the West: How might life change in the West?</li> <li>• An industrial society: Growth of industry; railroads transform the nation; the Rise of Big Business Workers Organize</li> <li>• Changes in American life: Cities</li> <li>• Grow and change, new immigrants segregation and discrimination</li> <li>• The Progressive Era (Roosevelt and Progressivism) (Women and New Rights – Feminism Movement)</li> </ul>		<ul style="list-style-type: none"> <li>• Textbook: <u>Creating America</u>, Chapters 19, 20, 21, 22</li> </ul>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)</p>	<p>Describe the strategies used by suffragists in their campaigns to secure the right to vote; identify the Nineteenth Amendment. (Development of an Industrial United States: 1870-1920)  <i>For example:</i> National American Woman Suffrage Association, National Woman's Party.            (Standard: 7.4.4.20.5)</p>	<ul style="list-style-type: none"> <li>• Growth in the West: How might life change in the West?</li> <li>• An industrial society: Growth of industry; railroads transform the nation; the Rise of Big Business Workers Organize</li> <li>• Changes in American life: Cities</li> <li>• Grow and change, new immigrants segregation and discrimination</li> <li>• The Progressive Era (Roosevelt and Progressivism) (Women and New Rights – Feminism Movement)</li> </ul>		<ul style="list-style-type: none"> <li>• Textbook: <u>Creating America</u>, Chapters 19, 20, 21, 22</li> </ul>

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**UNIT 5: WORLD WAR I** *(implemented)*

Substrand/Standard	Curriculum Benchmark	Standards of Proficiency/Skills (To be determined by teachers/teams)	Formative/Summative Assessments	Resources
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)</p>	<p>Evaluate the changing role of the United States regarding its neighboring regions and its expanding sphere of influence around the world. (Development of an Industrial United States: 1870-1920)  <i>For example:</i> Spanish-American War, “Big Stick” and Dollar Diplomacy, annexation of Hawaii.            (Standard: 7.4.4.20.6)</p>	<ul style="list-style-type: none"> <li>• Changing role of U.S. in world affairs</li> <li>• Map of imperialism</li> <li>• Analyze causes of World War I</li> <li>• Explain ambitions in Europe and war plans</li> <li>• U.S. entry in World War I and homefront</li> <li>• Impact and aftermath</li> </ul>	<ul style="list-style-type: none"> <li>• World War I Map Test</li> <li>• Ambitions Test</li> </ul>	<ul style="list-style-type: none"> <li>• WWI Novel Choice:               <ul style="list-style-type: none"> <li>- <a href="#">All Quiet on the Western Front</a></li> <li>- <a href="#">Lord of the Nutcracker Men</a></li> <li>- <a href="#">War Horse</a></li> </ul> </li> <li>• Film: “All Quiet on the Western Front”</li> <li>• Textbook: <a href="#">Creating America</a>, Chapters 23, 24</li> </ul>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)</p>	<p>Outline the causes and conduct of World War I including the nations involved, major political and military figures, and key battles. (Development of an Industrial United States: 1870-1920)  <i>For example:</i> Submarine warfare, the sinking of the <i>Lusitania</i>, Zimmerman telegram, Russian Revolution, collapse of the Ottoman and Austro-Hungarian empires, trench warfare, First and Second Battles of the Somme, Hundred Days Offensive, Wilson, Pershing, Paris Peace Conference.            (Standard: 7.4.4.20.7)</p>	<ul style="list-style-type: none"> <li>• Changing role of U.S. in world affairs</li> <li>• Map of imperialism</li> <li>• Analyze causes of World War I</li> <li>• Explain ambitions in Europe and war plans</li> <li>• U.S. entry in World War I and homefront</li> <li>• Impact and aftermath</li> </ul>	<ul style="list-style-type: none"> <li>• World War I Map Test</li> <li>• Ambitions Test</li> </ul>	<ul style="list-style-type: none"> <li>• WWI Novel Choice:               <ul style="list-style-type: none"> <li>- <a href="#">All Quiet on the Western Front</a></li> <li>- <a href="#">Lord of the Nutcracker Men</a></li> <li>- <a href="#">War Horse</a></li> </ul> </li> <li>• Film: “All Quiet on the Western Front”</li> <li>• Textbook: <a href="#">Creating America</a>, Chapters 23, 24</li> </ul>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)</p>	<p>Identify the political impact of World War I, including the formation of the League of Nations and renewed United States isolationism until World War II. (Development of an Industrial United States: 1870-1920)  <i>For example:</i> Senate rejection of the Treaty of Versailles, Red Scare, Industrial Workers of the World, American Civil Liberties Union, urban race riots.            (Standard: 7.4.4.20.8)</p>	<ul style="list-style-type: none"> <li>• Changing role of U.S. in world affairs</li> <li>• Map of imperialism</li> <li>• Analyze causes of World War I</li> <li>• Explain ambitions in Europe and war plans</li> <li>• U.S. entry in World War I and homefront</li> <li>• Impact and aftermath</li> </ul>	<ul style="list-style-type: none"> <li>• World War I Map Test</li> <li>• Ambitions Test</li> </ul>	<ul style="list-style-type: none"> <li>• WWI Novel Choice:               <ul style="list-style-type: none"> <li>- <a href="#">All Quiet on the Western Front</a></li> <li>- <a href="#">Lord of the Nutcracker Men</a></li> <li>- <a href="#">War Horse</a></li> </ul> </li> <li>• Film: “All Quiet on the Western Front”</li> <li>• Textbook: <a href="#">Creating America</a>, Chapters 23, 24</li> </ul>

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**UNIT 5: WORLD WAR I** *(implemented) (continued)*

Substrand/Standard	Curriculum Benchmark	Standards of Proficiency/Skills (To be determined by teachers/teams)	Formative/Summative Assessments	Resources
<p><u>Substrand</u>: Geospatial Skills – The World in Spatial Terms  <u>Standard</u>: Understand that people use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</p>	<p>Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.  <i>For example</i>: “TODALSS” map basics—title, orientation, date, author, legend/key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.            (Standard: 7.3.1.1.1) (Mapping)</p>	<ul style="list-style-type: none"> <li>• Changing role of U.S. in world affairs</li> <li>• Map of imperialism</li> <li>• Analyze causes of World War I</li> <li>• Explain ambitions in Europe and war plans</li> <li>• U.S. entry in World War I and homefront</li> <li>• Impact and aftermath</li> </ul>	<ul style="list-style-type: none"> <li>• World War I Map Test</li> <li>• Ambitions Test</li> </ul>	<ul style="list-style-type: none"> <li>• WWI Novel Choice:               <ul style="list-style-type: none"> <li>- <a href="#"><u>All Quiet on the Western Front</u></a></li> <li>- <a href="#"><u>Lord of the Nutcracker Men</u></a></li> <li>- <a href="#"><u>War Horse</u></a></li> </ul> </li> <li>• Film: “All Quiet on the Western Front”</li> <li>• Textbook: <a href="#"><u>Creating America</u></a>, Chapters 23, 24</li> </ul>



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<b>UNIT 6: ROARING TWENTIES AND GREAT DEPRESSION</b> <i>(implemented)</i>				
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency/Skills</b> (To be determined by teachers/teams)	<b>Formative/Summative Assessments</b>	<b>Resources</b>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that the economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945)</p>	<p>Identify causes of the Great Depression and factors that led to an extended period of economic collapse in the United States. (The Great Depression and World War II: 1920-1945)  <i>For example:</i> Farm crisis, overproduction, structural weaknesses in United States economy, 1929 stock market crash, bank failures, monetary policies, mass unemployment, international debt and European economic collapse, Dust Bowl.            (Standard: 7.4.4.21.1)</p>	<ul style="list-style-type: none"> <li>• Business of America (assembly line activity)</li> <li>• Jazz Age and Harlem Renaissance</li> <li>• Causes of Great Depression (Hoover and the Crash)</li> <li>• Life during the Depression</li> <li>• The New Deal and FDR</li> </ul>	<ul style="list-style-type: none"> <li>• 1920's Poster Project (Famous person of the 1920's)</li> <li>• Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Dorothea Lange Photo Collection</li> <li>• Textbook: <u>Creating America</u>, Chapters 25, 26</li> </ul>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that the economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945)</p>	<p>Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies. (The Great Depression and World War II: 1920-1945)  <i>For example:</i> Bonus Army, "Okie" migration, bread lines and soup kitchens, labor strikes, financial reforms, Works Progress Administration, Reconstruction Finance Corporation, Tennessee Valley Authority, Social Security, the 1932 political realignment.            (Standard: 7.4.4.21.2)</p>	<ul style="list-style-type: none"> <li>• Business of America (assembly line activity)</li> <li>• Jazz Age and Harlem Renaissance</li> <li>• Causes of Great Depression (Hoover and the Crash)</li> <li>• Life during the Depression</li> <li>• The New Deal and FDR</li> </ul>	<ul style="list-style-type: none"> <li>• 1920's Poster Project (Famous person of the 1920's)</li> <li>• Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Dorothea Lange Photo Collection</li> <li>• Textbook: <u>Creating America</u>, Chapters 25, 26</li> </ul>

**GRADE 7: SOCIAL STUDIES CURRICULUM FRAMEWORKS**  
**UNITED STATES STUDIES (1800 TO PRESENT)**

**UNIT 7: WORLD WAR II** *(needs to be reworked)*

Substrand/Standard	Curriculum Benchmark	Standards of Proficiency/Skills (To be determined by teachers/teams)	Formative/Summative Assessments	Resources
<p><b>Substrand:</b> United States History  <b>Standard:</b> Understand that the economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945)</p>	<p>Outline how the United States mobilized its economic and military resources during World War II; describe the impact of the war on domestic affairs. (The Great Depression and World War II: 1920-1945)  <i>For example:</i> Industrial mobilization, rationing, “Rosie the Riveter” and the female labor force, Bracero Program, uses of propaganda.            (Standard: 7.4.4.21.3)</p>	<ul style="list-style-type: none"> <li>• Steps to War (Rise of Dictators)</li> <li>• Pearl Harbor and U.S. entry</li> <li>• War in Europe and War in the Pacific</li> <li>• The Homefront</li> <li>• Atomic Bomb and End of War</li> </ul>	<ul style="list-style-type: none"> <li>• World War II Mapping Activity</li> <li>• Propaganda Assignment</li> <li>• Analyzing use of atomic bomb activity</li> </ul>	<ul style="list-style-type: none"> <li>• Eyewitness: World War II books</li> <li>• Textbook: <a href="#">Creating America</a>, Chapter 27</li> </ul>
<p><b>Substrand:</b> United States History  <b>Standard:</b> Understand that the economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945)</p>	<p>Outline the causes and conduct of World War II including the nations involved, major political and military figures and key battles, and the Holocaust. (The Great Depression and World War II: 1920-1945)  <i>For example:</i> D-Day, Iwo Jima, Guadalcanal, segregated military, Japanese internment camps, development and deployment of the atomic bomb, Roosevelt, Churchill, Stalin.            (Standard: 7.4.4.21.4)</p>	<ul style="list-style-type: none"> <li>• Steps to War (Rise of Dictators)</li> <li>• Pearl Harbor and U.S. entry</li> <li>• War in Europe and War in the Pacific</li> <li>• The Homefront</li> <li>• Atomic Bomb and End of War</li> </ul>	<ul style="list-style-type: none"> <li>• World War II Mapping Activity</li> <li>• Propaganda Assignment</li> <li>• Analyzing use of atomic bomb activity</li> </ul>	<ul style="list-style-type: none"> <li>• Eyewitness: World War II books</li> <li>• Textbook: <a href="#">Creating America</a>, Chapter 27</li> </ul>
<p><b>Substrand:</b> Geospatial Skills – The World in Spatial Terms  <b>Standard:</b> Understand that people use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</p>	<p>Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.  <i>For example:</i> “TODALSS” map basics—title, orientation, date, author, legend/key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.            (Standard: 7.3.1.1.1) (Mapping)</p>	<ul style="list-style-type: none"> <li>• Steps to War (Rise of Dictators)</li> <li>• Pearl Harbor and U.S. entry</li> <li>• War in Europe and War in the Pacific</li> <li>• The Homefront</li> <li>• Atomic Bomb and End of War</li> </ul>	<ul style="list-style-type: none"> <li>• World War II Mapping Activity</li> <li>• Propaganda Assignment</li> <li>• Analyzing use of atomic bomb activity</li> </ul>	<ul style="list-style-type: none"> <li>• Eyewitness: World War II books</li> <li>• Textbook: <a href="#">Creating America</a>, Chapter 27</li> </ul>

**GRADE 7: SOCIAL STUDIES CURRICULUM FRAMEWORKS**  
**UNITED STATES STUDIES (1800 TO PRESENT)**

<b>UNIT 8: THE COLD WAR (INCLUDING VIETNAM WAR YEARS) <i>(implemented)</i></b>				
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency/Skills (To be determined by teachers/teams)</b>	<b>Formative/Summative Assessments</b>	<b>Resources</b>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America’s indigenous peoples. (Post-World War II United States: 1945-1989)</p>	<p>Identify military and non-military actions taken by the United States during the Cold War to resist the spread of communism. (Post-World War II United States: 1945-1989)  <i>For example:</i> Military actions—Korean War, Cuban Missile Crisis, Vietnam War. Non-military actions— Marshall Plan, North Atlantic Treaty Organization, the “Kitchen Debate,” the Space Race.            (Standard: 7.4.4.22.1)</p>	<ul style="list-style-type: none"> <li>• Communism vs. Democracy</li> <li>• Cold War (arms race, Red Scare, space race)</li> <li>• Containment (military and non-military)</li> <li>• The Korean War</li> <li>• United Nations</li> <li>• Economic Boom (baby boom, suburbanization, middle class)</li> <li>• G.I. Bill</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Eyewitness: Vietnam books</li> <li>• Textbook: <u>Creating America</u>, Chapters 28, 30</li> </ul>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America’s indigenous peoples. (Post-World War II United States: 1945-1989)</p>	<p>Analyze the social and political effects of the Cold War on the people of the United States. (Post-World War II United States: 1945-1989)  <i>For example:</i> Nuclear preparedness, McCarthyism and the Hollywood blacklist, growth of the military-industrial complex, the anti-nuclear and peace movements.            (Standard: 7.4.4.22.2)</p>	<ul style="list-style-type: none"> <li>• Communism vs. Democracy</li> <li>• Cold War (arms race, Red Scare, space race)</li> <li>• Containment (military and non-military)</li> <li>• The Korean War</li> <li>• United Nations</li> <li>• Economic Boom (baby boom, suburbanization, middle class)</li> <li>• G.I. Bill</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Eyewitness: Vietnam books</li> <li>• Textbook: <u>Creating America</u>, Chapters 28, 30</li> </ul>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America’s indigenous peoples. (Post-World War II United States: 1945-1989)</p>	<p>Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation. (Post-World War II United States: 1945-1989)  <i>For example:</i> Conflicts—Guatemalan civil war, 1979 Iranian Revolution, Cooperation—United Nations, World Bank, United States Agency for International Development, anti-apartheid movement.            (Standard: 7.4.4.22.3)</p>	<ul style="list-style-type: none"> <li>• Communism vs. Democracy</li> <li>• Cold War (arms race, Red Scare, space race)</li> <li>• Containment (military and non-military)</li> <li>• The Korean War</li> <li>• United Nations</li> <li>• Economic Boom (baby boom, suburbanization, middle class)</li> <li>• G.I. Bill</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Eyewitness: Vietnam books</li> <li>• Textbook: <u>Creating America</u>, Chapters 28, 30</li> </ul>

**GRADE 7: SOCIAL STUDIES CURRICULUM FRAMEWORKS**  
**UNITED STATES STUDIES (1800 TO PRESENT)**

<b>UNIT 8: THE COLD WAR (INCLUDING VIETNAM WAR YEARS) <i>(implemented) (continued)</i></b>				
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency/Skills (To be determined by teachers/teams)</b>	<b>Formative/Summative Assessments</b>	<b>Resources</b>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America’s indigenous peoples. (Post-World War II United States: 1945-1989)</p>	<p>Explain the economic boom and social transformation experienced by postwar United States. (Post-World War II United States: 1945-1989)  <i>For example:</i> Expanded access to higher education, suburbanization, growth of the middle class, domesticity and the Baby Boom, television, counter culture, Moral Majority.            (Standard: 7.4.4.22.4)</p>	<ul style="list-style-type: none"> <li>• Communism vs. Democracy</li> <li>• Cold War (arms race, Red Scare, space race)</li> <li>• Containment (military and non-military)</li> <li>• The Korean War</li> <li>• United Nations</li> <li>• Economic Boom (baby boom, suburbanization, middle class)</li> <li>• G.I. Bill</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Eyewitness: Vietnam books</li> <li>• Textbook: <u>Creating America</u>, Chapters 28, 30</li> </ul>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America’s indigenous peoples. (Post-World War II United States: 1945-1989)</p>	<p>Describe the changing role of the federal government in reshaping post-war society. (Post-World War II United States: 1945-1989)  <i>For example:</i> G.I. Bill, Fair Deal, New Frontier, Great Society.            (Standard: 7.4.4.22.5)</p>	<ul style="list-style-type: none"> <li>• Communism vs. Democracy</li> <li>• Cold War (arms race, Red Scare, space race)</li> <li>• Containment (military and non-military)</li> <li>• The Korean War</li> <li>• United Nations</li> <li>• Economic Boom (baby boom, suburbanization, middle class)</li> <li>• G.I. Bill</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Eyewitness: Vietnam books</li> <li>• Textbook: <u>Creating America</u>, Chapters 28, 30</li> </ul>
<p><u>Substrand:</u> Geospatial Skills – The World in Spatial Terms  <u>Standard:</u> Understand that people use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</p>	<p>Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.  <i>For example:</i> “TODALSS” map basics—title, orientation, date, author, legend/key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.            (Standard: 7.3.1.1.1) (Mapping)</p>	<ul style="list-style-type: none"> <li>• Communism vs. Democracy</li> <li>• Cold War (arms race, Red Scare, space race)</li> <li>• Containment (military and non-military)</li> <li>• The Korean War</li> <li>• United Nations</li> <li>• Economic Boom (baby boom, suburbanization, middle class)</li> <li>• G.I. Bill</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Eyewitness: Vietnam books</li> <li>• Textbook: <u>Creating America</u>, Chapters 28, 30</li> </ul>

**GRADE 7: SOCIAL STUDIES CURRICULUM FRAMEWORKS**  
**UNITED STATES STUDIES (1800 TO PRESENT)**

<b>UNIT 9: CIVIL RIGHTS MOVEMENTS</b> <i>(implemented)</i>				
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency/Skills</b> (To be determined by teachers/teams)	<b>Formative/Summative Assessments</b>	<b>Resources</b>
<p><u>Substrand:</u> United States History  <u>Standard:</u> Understand that post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America’s indigenous peoples. (Post-World War II United States: 1945-1989)</p>	<p>Compare and contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women’s Rights Movement; explain the advantages and disadvantages of non-violent resistance. (Post-World War II United States: 1945-1989)            (Standard: 7.4.4.22.6)</p>	<ul style="list-style-type: none"> <li>• Origins of the Civil Rights Movement</li> <li>• Compare it to American Indian and Women’s Rights Movements</li> <li>• Brown vs. Board of Education</li> <li>• Civil Rights Act of 1964</li> </ul>		<ul style="list-style-type: none"> <li>• Textbook: <u>Creating America</u>, Chapter 29</li> </ul>
<p><u>Substrand:</u> Rights and Responsibilities  <u>Standard:</u> Understand that individuals in a republic have rights, duties and responsibilities.</p>	<p>Explain landmark Supreme Court decisions involving the Bill of Rights and other individual protections; explain how these decisions helped define the scope and limits of personal, political and economic rights.  <i>For example:</i> Brown v. Board of Education, Tinker v. Des Moines, Mapp v. Ohio, Miranda v. Arizona.            (Standard: 7.1.3.5.1)</p>	<ul style="list-style-type: none"> <li>• Origins of the Civil Rights Movement</li> <li>• Compare it to American Indian and Women’s Rights Movements</li> <li>• Brown vs. Board of Education</li> <li>• Civil Rights Act of 1964</li> </ul>		<ul style="list-style-type: none"> <li>• Textbook: <u>Creating America</u>, Chapter 29</li> </ul>
<p><u>Substrand:</u> Governmental Institutions and Political Processes  <u>Standard:</u> Understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.</p>	<p>Analyze how the Constitution and the Bill of Rights limits the government and the governed, protects individual rights, supports the principle of majority rule while protecting the rights of the minority, and promotes the general welfare.  <i>For example:</i> Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.            (Standard: 7.1.4.8.1)</p>	<ul style="list-style-type: none"> <li>• Origins of the Civil Rights Movement</li> <li>• Compare it to American Indian and Women’s Rights Movements</li> <li>• Brown vs. Board of Education</li> <li>• Civil Rights Act of 1964</li> </ul>		<ul style="list-style-type: none"> <li>• Textbook: <u>Creating America</u>, Chapter 29</li> </ul>

**GRADE 7: SOCIAL STUDIES CURRICULUM FRAMEWORKS**  
**UNITED STATES STUDIES (1800 TO PRESENT)**

<b>UNIT 10: THE U.S. IN A GLOBAL AGE</b> <i>(needs implementing)</i>				
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency/Skills</b> (To be determined by teachers/teams)	<b>Formative/Summative Assessments</b>	<b>Resources</b>
<p><u>Substrand</u>: United States History  <u>Standard</u>: Understand that the end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present)</p>	<p>Describe how new technologies have changed political, economic and social interactions. (The United States in a New Global Age: 1980-present)  <i>For example</i>: New technologies—changes in media (including telecommunications), medicine, transportation, agriculture.            (Standard: 7.4.4.23.1)</p>	<ul style="list-style-type: none"> <li>• New technology (media, medicine, agriculture, transportation); computer revolution</li> <li>• Changing relations between U.S. and other countries (NAFTA, trade with China, conflict in Middle East, supporting nations of Africa)</li> </ul>		<ul style="list-style-type: none"> <li>• Textbook: <u>Creating America</u>, Chapters 31, 32</li> </ul>
<p><u>Substrand</u>: United States History  <u>Standard</u>: Understand that the end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present)</p>	<p>Analyze the changing relations between the United States and other countries around the world in the beginning of the twenty-first century. (The United States in a New Global Age: 1980-present)  <i>For example</i>: North American Free Trade Agreement, changing trade policies with China, conflicts in the Middle East, support of developing nations in Africa.            (Standard: 7.4.4.23.2)</p>	<ul style="list-style-type: none"> <li>• New technology (media, medicine, agriculture, transportation); computer revolution</li> <li>• Changing relations between U.S. and other countries (NAFTA, trade with China, conflict in Middle East, supporting nations of Africa)</li> </ul>		<ul style="list-style-type: none"> <li>• Textbook: <u>Creating America</u>, Chapters 31, 32</li> </ul>

**GRADE 7: SOCIAL STUDIES CURRICULUM FRAMEWORKS**  
**UNITED STATES STUDIES (1800 TO PRESENT)**

**UNIT 11: ECONOMICS** *(implemented)*

Substrand/Standard	Curriculum Benchmark	Standards of Proficiency/Skills (To be determined by teachers/teams)	Formative/Summative Assessments	Resources
<p><u>Substrand:</u> Economic Reasoning Skills  <u>Standard:</u> Understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.</p>	<p>Apply reasoned decision-making techniques in making choices; explain why different households or groups faced with the same alternatives might make different choices.  <i>For example:</i> Techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics.            (Standard: 7.2.1.1.1)</p>	<ul style="list-style-type: none"> <li>• Wants and Needs</li> <li>• Law of Scarcity</li> <li>• Types of Economics</li> <li>• Supply and Demand (Law of Supply and Law of Demand)</li> <li>• Law of Diminishing Returns</li> <li>• Profit Incentives</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-economy activity</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <a href="#">Intro to Social Sciences</a></li> <li>• Video Series: “Foundations of Wealth”</li> </ul>
<p><u>Substrand:</u> Fundamental Concepts  <u>Standard:</u> Understand that because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.</p>	<p>Explain how items are allocated or rationed when scarcity exists.  <i>For example:</i> Sugar, gasoline and other goods rationed by coupons during WWII; Social Security benefits rationed by personal characteristic (age); goods rationed by “first-come, first-served” policy in former Soviet Union; many things rationed by price.            (Standard: 7.2.3.3.1)</p>	<ul style="list-style-type: none"> <li>• Wants and Needs</li> <li>• Law of Scarcity</li> <li>• Types of Economics</li> <li>• Supply and Demand (Law of Supply and Law of Demand)</li> <li>• Law of Diminishing Returns</li> <li>• Profit Incentives</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-economy activity</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <a href="#">Intro to Social Sciences</a></li> <li>• Video Series: “Foundations of Wealth”</li> </ul>
<p><u>Substrand:</u> Microeconomics  <u>Standard:</u> Understand that individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.</p>	<p>Describe how the interaction of buyers (through demand) and sellers (through supply) determines price in a market.  <i>For example:</i> Cotton prices during the Civil War, Organization of Petroleum Exporting Countries (OPEC) embargo in the 1970s.            (Standard: 7.2.4.5.1)</p>	<ul style="list-style-type: none"> <li>• Wants and Needs</li> <li>• Law of Scarcity</li> <li>• Types of Economics</li> <li>• Supply and Demand (Law of Supply and Law of Demand)</li> <li>• Law of Diminishing Returns</li> <li>• Profit Incentives</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-economy activity</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <a href="#">Intro to Social Sciences</a></li> <li>• Video Series: “Foundations of Wealth”</li> </ul>

**GRADE 7: SOCIAL STUDIES CURRICULUM FRAMEWORKS**  
**UNITED STATES STUDIES (1800 TO PRESENT)**

**UNIT 11: ECONOMICS** *(implemented) (continued)*

Substrand/Standard	Curriculum Benchmark	Standards of Proficiency/Skills (To be determined by teachers/teams)	Formative/Summative Assessments	Resources
<p><u>Substrand</u>: Microeconomics  <u>Standard</u>: Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.</p>	<p>Describe profit as an incentive for an individual to take the risks associated with creating and producing new goods or starting a business in an existing market; give examples of how the pursuit of profit can lead to undesirable, as well as desirable, effects.  <i>For example</i>: Individuals – Henry Ford (Ford Motor company), Oprah Winfrey, Bill Gates (Microsoft), Martha Stewart, Mark Zuckerberg (Facebook).            Undesirable effects – Ponzi schemes; exploitation of people, the environment, natural resources.            (Standard: 7.2.4.6.1)</p>	<ul style="list-style-type: none"> <li>• Wants and Needs</li> <li>• Law of Scarcity</li> <li>• Types of Economics</li> <li>• Supply and Demand (Law of Supply and Law of Demand)</li> <li>• Law of Diminishing Returns</li> <li>• Profit Incentives</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-economy activity</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <u>Intro to Social Sciences</u></li> <li>• Video Series: “Foundations of Wealth”</li> </ul>



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<b>UNIT 12: CITIZENSHIP AND GOVERNMENT</b> <i>(implemented)</i>				
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency/Skills</b> (To be determined by teachers/teams)	<b>Formative/Summative Assessments</b>	<b>Resources</b>
<p><u>Substrand:</u> Civic Skills  <u>Standard:</u> Understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.</p>	<p>Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.  <i>For example:</i> Civic skills—speaking, listening, respecting diverse viewpoints, evaluating arguments. Controversial issues—First Amendment in the school setting, mandatory voting.            (Standard: 71.1.1.1)</p>	<ul style="list-style-type: none"> <li>• Court System and Student Rights</li> <li>• Elections and Changes in Elections</li> <li>• Declaration of Independence and Constitution (Preamble)</li> <li>• Landmark Supreme Court decisions (example: Miranda rights)</li> <li>• Being a contributing citizen of the country</li> <li>• Citizen’s rights and responsibilities (students’ rights)</li> <li>• Checks and balances and branches of government</li> <li>• Amendment process</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Trial Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <a href="#">Intro to Social Sciences</a></li> </ul>
<p><u>Substrand:</u> Civic Values and Principles of Democracy  <u>Standard:</u> Understand that the United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.</p>	<p>Identify examples of how principles expressed in the Declaration of Independence and Preamble to the Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time.  <i>For example:</i> Equality, liberty, First Amendment rights, criminal rights, civil rights.            (Standard: 7.1.2.3.1)</p>	<ul style="list-style-type: none"> <li>• Court System and Student Rights</li> <li>• Elections and Changes in Elections</li> <li>• Declaration of Independence and Constitution (Preamble)</li> <li>• Landmark Supreme Court decisions (example: Miranda rights)</li> <li>• Being a contributing citizen of the country</li> <li>• Citizen’s rights and responsibilities (students’ rights)</li> <li>• Checks and balances and branches of government</li> <li>• Amendment process</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Trial Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <a href="#">Intro to Social Sciences</a></li> </ul>
<p><u>Substrand:</u> Rights and Responsibilities  <u>Standard:</u> Understand that individuals in a republic have rights, duties and responsibilities.</p>	<p>Explain landmark Supreme Court decisions involving the Bill of Rights and other individual protections; explain how these decisions helped define the scope and limits of personal, political and economic rights.  <i>For example:</i> Brown v. Board of Education, Tinker v. Des Moines, Mapp v. Ohio, Miranda v. Arizona.            (Standard: 7.1.3.5.1)</p>	<ul style="list-style-type: none"> <li>• Court System and Student Rights</li> <li>• Elections and Changes in Elections</li> <li>• Declaration of Independence and Constitution (Preamble)</li> <li>• Landmark Supreme Court decisions (example: Miranda rights)</li> <li>• Being a contributing citizen of the country</li> <li>• Citizen’s rights and responsibilities (students’ rights)</li> <li>• Checks and balances and branches of government</li> <li>• Amendment process</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Trial Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <a href="#">Intro to Social Sciences</a></li> </ul>

**GRADE 7: SOCIAL STUDIES CURRICULUM FRAMEWORKS**  
**UNITED STATES STUDIES (1800 TO PRESENT)**

<b>UNIT 12: CITIZENSHIP AND GOVERNMENT</b> <i>(implemented) (continued)</i>				
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency/Skills</b> (To be determined by teachers/teams)	<b>Formative/Summative Assessments</b>	<b>Resources</b>
<p><u>Substrand</u>: Rights and Responsibilities  <u>Standard</u>: Understand that citizenship and its rights and duties are established by law.</p>	<p>Describe the components of responsible citizenship including informed voting and decision making, developing and defending positions on public policy issues, and monitoring and influencing public decision making.            (Standard: 7.1.3.6.1)</p>	<ul style="list-style-type: none"> <li>• Court System and Student Rights</li> <li>• Elections and Changes in Elections</li> <li>• Declaration of Independence and Constitution (Preamble)</li> <li>• Landmark Supreme Court decisions (example: Miranda rights)</li> <li>• Being a contributing citizen of the country</li> <li>• Citizen’s rights and responsibilities (students’ rights)</li> <li>• Checks and balances and branches of government</li> <li>• Amendment process</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Trial Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <a href="#"><u>Intro to Social Sciences</u></a></li> </ul>
<p><u>Substrand</u>: Rights and Responsibilities  <u>Standard</u>: Understand that citizenship and its rights and duties are established by law.</p>	<p>Compare and contrast the rights and responsibilities of citizens, non-citizens and dual citizens.  <i>For example</i>: Voting, paying taxes, owning property.            (Standard: 7.1.3.6.2)</p>	<ul style="list-style-type: none"> <li>• Court System and Student Rights</li> <li>• Elections and Changes in Elections</li> <li>• Declaration of Independence and Constitution (Preamble)</li> <li>• Landmark Supreme Court decisions (example: Miranda rights)</li> <li>• Being a contributing citizen of the country</li> <li>• Citizen’s rights and responsibilities (students’ rights)</li> <li>• Checks and balances and branches of government</li> <li>• Amendment process</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Trial Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <a href="#"><u>Intro to Social Sciences</u></a></li> </ul>
<p><u>Substrand</u>: Governmental Institutions and Political Processes  <u>Standard</u>: Understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.</p>	<p>Describe historical applications of the principle of checks and balances within the United States government.  <i>For example</i>: Johnson’s impeachment, Roosevelt’s court packing plan, War Powers Resolution.            (Standard: 7.1.4.7.1)</p>	<ul style="list-style-type: none"> <li>• Court System and Student Rights</li> <li>• Elections and Changes in Elections</li> <li>• Declaration of Independence and Constitution (Preamble)</li> <li>• Landmark Supreme Court decisions (example: Miranda rights)</li> <li>• Being a contributing citizen of the country</li> <li>• Citizen’s rights and responsibilities (students’ rights)</li> <li>• Checks and balances and branches of government</li> <li>• Amendment process</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Trial Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <a href="#"><u>Intro to Social Sciences</u></a></li> </ul>

**GRADE 7: SOCIAL STUDIES CURRICULUM FRAMEWORKS**  
**UNITED STATES STUDIES (1800 TO PRESENT)**

<b>UNIT 12: CITIZENSHIP AND GOVERNMENT</b> <i>(implemented) (continued)</i>				
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency/Skills</b> (To be determined by teachers/teams)	<b>Formative/Summative Assessments</b>	<b>Resources</b>
<p><u>Substrand:</u> Governmental Institutions and Political Processes  <u>Standard:</u> Understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.</p>	<p>Analyze how the Constitution and the Bill of Rights limits the government and the governed, protects individual rights, supports the principle of majority rule while protecting the rights of the minority, and promotes the general welfare.  <i>For example:</i> Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.            (Standard: 7.1.4.8.1)</p>	<ul style="list-style-type: none"> <li>• Court System and Student Rights</li> <li>• Elections and Changes in Elections</li> <li>• Declaration of Independence and Constitution (Preamble)</li> <li>• Landmark Supreme Court decisions (example: Miranda rights)</li> <li>• Being a contributing citizen of the country</li> <li>• Citizen’s rights and responsibilities (students’ rights)</li> <li>• Checks and balances and branches of government</li> <li>• Amendment process</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Trial Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <a href="#">Intro to Social Sciences</a></li> </ul>
<p><u>Substrand:</u> Governmental Institutions and Political Processes  <u>Standard:</u> Understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.</p>	<p>Describe the amendment process and the impact of key constitutional amendments.            (Standard: 7.1.4.8.2)</p>	<ul style="list-style-type: none"> <li>• Court System and Student Rights</li> <li>• Elections and Changes in Elections</li> <li>• Declaration of Independence and Constitution (Preamble)</li> <li>• Landmark Supreme Court decisions (example: Miranda rights)</li> <li>• Being a contributing citizen of the country</li> <li>• Citizen’s rights and responsibilities (students’ rights)</li> <li>• Checks and balances and branches of government</li> <li>• Amendment process</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Trial Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <a href="#">Intro to Social Sciences</a></li> </ul>
<p><u>Substrand:</u> Governmental Institutions and Political Processes  <u>Standard:</u> Understand that free and fair elections are key elements of the United States political system.</p>	<p>Analyze how changes in election processes over time contributed to freer and fairer elections.  <i>For example:</i> Fifteenth, Seventeenth, and Nineteenth Amendments; Voting Rights Act of 1965; redistricting.            (Standard: 7.1.4.10.1)</p>	<ul style="list-style-type: none"> <li>• Court System and Student Rights</li> <li>• Elections and Changes in Elections</li> <li>• Declaration of Independence and Constitution (Preamble)</li> <li>• Landmark Supreme Court decisions (example: Miranda rights)</li> <li>• Being a contributing citizen of the country</li> <li>• Citizen’s rights and responsibilities (students’ rights)</li> <li>• Checks and balances and branches of government</li> <li>• Amendment process</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Trial Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Text: <a href="#">Intro to Social Sciences</a></li> </ul>

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UNITED STATES STUDIES (1800 TO PRESENT)**

<b>UNIT 12: CITIZENSHIP AND GOVERNMENT</b> <i>(implemented) (continued)</i>				
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency/Skills</b> (To be determined by teachers/teams)	<b>Formative/Summative Assessments</b>	<b>Resources</b>
<p><u>Substrand</u>: Relationships of the United States to other nations and organizations</p> <p><u>Standard</u>: Understand that the United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.</p>	<p>Describe diplomacy and other foreign policy tools; cite historical cases in which the United States government used these tools. (Standard: 7.1.5.11.1)</p>	<ul style="list-style-type: none"> <li>• Court System and Student Rights</li> <li>• Elections and Changes in Elections</li> <li>• Declaration of Independence and Constitution (Preamble)</li> <li>• Landmark Supreme Court decisions (example: Miranda rights)</li> <li>• Being a contributing citizen of the country</li> <li>• Citizen’s rights and responsibilities (students’ rights)</li> <li>• Checks and balances and branches of government</li> <li>• Amendment process</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Trial Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: <a href="#"><u>Intro to Social Sciences</u></a></li> </ul>