The Illinois Social Science Learning Standards:
The standards build the knowledge, dispositions, and skills necessary for success in college, career, and civic life (c3 framework). The Social Studies curriculum supports democratic discourse within a diverse and collaborative context. The foundational skills and concepts outline the knowledge associated with four disciplines: Civics, Geography, Government and History. Classroom instruction is rooted into 4 dimensions, asking students to develop questions, apply concepts, evaluate sources and evidence and communicate conclusions.

Course Description:
Social studies is the integrated study of the social sciences and humanities to promote college, career and civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.

Through Social Studies education, every child can learn the role of responsible citizenship in a culturally diverse society in a democratic world. Students will be able to access information which will help them be curious lifelong learners capable of making informed and reasoned decisions for the public good.

DIMENSION 1. Compelling and Supporting Questions

SAMPLE COMPELLING QUESTIONS

S.S. IS.1: Create essential questions to help guide inquiry about a topic
S.S. IS.2: Ask essential and focusing questions that will lead to independent research
S.S IS.3: Determine sources representing multiple points of view that will assist in organizing a research plan.

- How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of U.S. history for members of various racial, ethnic, religious, and gender minority groups?
- Is America a land of political, economic, and social opportunity?
- Is the United States a “just” society and how has the concept of justice evolved over time?
- Is there an American identity? What does it mean to be an American?
Assessment Questions by Topic

These questions:
- require students to demonstrate the Illinois Learning Standards using the disciplinary concepts and ideas in the 7th grade course
- incorporate the skills and strategies in the ELA listening and speaking skills
- require students to demonstrate and apply a deeper understanding of essential concepts and ideas

Questions for each topic can be administered upon completion of a unit. At least one question should be administered by early December. The date should be agreed upon by each member of the grade level PLC.

Disciplinary Concepts

Topic: Colonization

Illinois Social Science Standards- standards listed should be taken from the Illinois Learning Standards for Social Science Document 6-8)

SS.CV.1.6-8.MC: Describe the roles of political, civil and economic organizations in shaping people’s lives. (ex. Mayflower Compact, House of Burgesses)


SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics. (ex. Route of Explorers, F & I War, 13 Colonies Map)

SS.EC.1.6-8.MC: Explain how economic decisions affect the wellbeing of individuals, businesses and society. (ex. Joint Stock Company)

SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations (ex. Mercantilism)

SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.

SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation. (ex. English Bill of Rights, Mayflower Compact)
<table>
<thead>
<tr>
<th>Topic: Colonization</th>
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<tbody>
<tr>
<td>Columbus/Explorers</td>
</tr>
<tr>
<td>French and Indian War</td>
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<tr>
<td>13 English Colonies</td>
</tr>
</tbody>
</table>

**VOCABULARY:**

KEEP IN MIND- These are words you may use in daily instruction or for assignments but are not necessarily assessed.

- joint-stock company
- capital
- monopoly
- conquer
- columbian exchange
- immigrants
- dissenters
- rebellion
- free enterprise
- mercantilism
- triangle trade

- town meeting
- imports
- exports
- balance of trade
- free enterprise
- duties
- freedom of press
- staple crops
- indentured servants
- cash crops

**Topic: Causes of the American Revolution and the American Revolution**

**Illinois Social Science Standards**

- **SS.H.1.6-8.MC:** Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant. (ex. Continental Congress)
- **SS.H.3.6-8.MdC:** Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- **SS.IS.5.6-8.MC:** Develop claims and counterclaims while pointing out the strengths and limitations of both. ex. Declaration of Independence
- **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

**VOCABULARY:**

KEEP IN MIND These are words you may use in daily instruction or for assignments but are not necessarily assessed.

- boycott
- militia
- writs of assistance
- casualties
- repeal
- propaganda
- backcountry
- pioneers

- minuteman
- siege
- unalienable rights
- Mercenaries
- Tory
- Patriot
- guerilla warfare
- morale
Topic: Government

Illinois Social Science Standards-

**SS.CV.2.6-8.MC:** Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.

**SS.EC.FL.1.6-8.MC:** Describe the connection between credit, credit options, and interest and credit history.

**SS.CV.6.6-8.LC:** Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.

**SS.CV.6.6-8.MdC:** Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.

**SS.EC.3.6-8.MdC:** Explain barriers to trade and how those barriers influence trade among nations.

**SS.CV.6.6-8.LC:** Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

**SS.EC.3.6-8.MdC:** Explain barriers to trade and how those barriers influence trade among nations.

**SS.CV.1.6-8.MdC:** Describe the roles of political, civil and economic organizations in shaping people’s lives.

**SS.H.4.6-8.LC:** Explain multiple causes and effects of historical events

**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 systems.

**SS.H.3.6-8.LC:** Classify the kinds of historical sources used in secondary interpretation. (ex. 3 branches of government, Constitution, and The Bill of Rights, Articles of Confederation)

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**Topic: Early Presidents/New Nation**

**Illinois Social Science Standards**

**SS.H.1.6-8.LC:** Classify series of historical events and developments as examples of change and/or continuity. (ex. The War of 1812, Mexican American War, National Identity)

**SS.H.2.6-8.MdC:** Analyze multiple factors that influenced the perspectives of people during different historical eras (ex. Native American Relations, African American Rights, Women’s Rights)

**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. (ex. Westward Expansion, Infrastructure)

**SS.CV.1.6-8.MC:** Evaluate the powers and responsibilities of citizens, political parties, interest groups,
and the media.
SS.CV.2.6-8.MC: Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
SS.CV.1.6-8.LC: Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders)
SS.G.4.6-8.MC: Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.
SS.EC.1.6-8.MC: Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
SS.EC.2.6-8.MC: Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. (ex. National Finances, International Treaties, Political Compromises)
SS.G.3.6-8.MC: Evaluate the influences of long-term humaninduced environmental change on spatial patterns of conflict and cooperation.
SS.G.2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places. Ex: National Identity

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<tr>
<th>Topic</th>
<th>SUGGESTED VOCABULARY</th>
<th>war hawks</th>
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<tr>
<td>Early Presidents/New Nation/Manifest Destiny</td>
<td>KEEP IN MIND- These are words you may use in daily instruction but are not necessarily assessed. electoral college precedent urban rural national debt protective tariff loose construction (interpretation) strict construction(interpretation) spoils system Indian Removal Act Indian Territory Trail of Tears assimilation tolerance</td>
<td>Continental Divide embargo Manifest Destiny</td>
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</table>

Topic: Industrial Revolution/Agricultural South

Illinois Social Science Standards-
SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people’s lives. (ex. formation of trade unions)
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 (ex. trade unions, Eli Whitney, Transportation Revolution inventors)
SS.CV.4.6-8.MC: Critique deliberative processes used by a wide variety of groups various settings. (ex slave holder)
SS.G.1.6-8.LC: Use geographic representations to explain the relationships between the location and changes in their environment. (ex Industrial Revolution vs. Cotton Kingdom)
SS.G.2.6-8.LC: Explain how humans and their environment affect one another. (ex. Industrial Revolution (unions), Cotton Kingdom)
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. (ex. Transportation Revolution, telegraph)
SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use (ex. Cotton Kingdom, urban factories)
SS.G.4.6-8.MC: Analyze how the environmental characteristics of places and production of goods influence patterns of world trade (ex. textiles)
SS.EC.1.6-8.LC: Explain how economic decisions affect the wellbeing of individuals, businesses and society (ex. Southern Society Hierarchy, trade unions)
SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy. (ex. Eli Whitney, cotton gin, inventions)
SS.EC.3.6-8.LC: Explain why standards of living increase as productivity improves. (ex. textile industry, inventions)
SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income. (ex. mill owners vs. factory workers, slavery)
SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity. (ex. Industrial Revolution, Transportation Revolution)
SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time (ex. machine use, mass production, Transportation Revolution)
SS.H.4.6-8.LC: Explain multiple causes and effects of historical events. (ex. Industrial Revolution, Transportation)

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<td>Industrial Revolution</td>
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<td>Rhode Island System</td>
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<th>Topic</th>
<th>Causes of the Civil War and the Civil War</th>
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<td>SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people’s lives. (ex. Harriet Tubman, Underground Railroad, abolitionists)</td>
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<td>SS.CV.2.6-8.LC: Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements (ex. Compromise of 1850, 13th amendment)</td>
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<td>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 (ex. Abe Lincoln, abolitionists)</td>
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<td>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. (ex. Gettysburg Address, Lincoln’s 1st &amp; 2nd Inaugural Address, Emancipation Proclamation)</td>
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<td>SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address. (ex. Emancipation Proclamation, 13th amendment)</td>
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<td>SS.G.2.6-8.LC: Explain how humans and their environment affect one another. (ex. Sectionalism)</td>
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<td>SS.EC.1.6-8.LC: Explain how economic decisions affect the wellbeing of individuals, businesses and society (ex. Underground Railroad)</td>
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SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income. (ex. Sectionalism, Civil War border states)
SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity (ex. Civil War, Underground Railroad)
SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras (ex. Uncle Tom’s Cabin, Emancipation Proclamation)
SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media. (Civil War)

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**DIMENSION 3 and 4 - Evaluating Sources and Communicating Ideas**

**Digital Resources**
- S.S 6-8 Speaking and Listening ELA Standards
- FIT - Learning Environment Guide
- SS.IS.6-8 (LC, MdC, MC)- Inquiry Skills