

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Social Studies

Course Length: Full year

Grade: 7

Date Last Approved: June 2023

Stage 1: Desired Results

Course Description and Purpose:

In seventh grade social studies, content is studied within four strands: geography, history, civics and economics. The course will cover content during the middle ages, renaissance, enlightenment, exploration and revolution, as well as an introduction to economics, the American economy, personal finance and economics within business and government. Students will also study applicable current events and their relationship to the past and impact on the present. Students will create and interpret maps, graphs, timelines, charts and use multiple primary and secondary source documents to question, read, think and communicate to support claims.

Enduring Understanding(s):

1. Where people live influences how they live.
2. Knowledge of the past helps to understand the present and enables the ability to make decisions about the future.
3. Citizens have rights and responsibilities within government, which is established to create order, provide security and accomplish common goals.
4. Decisions concerning the allocation and use of economic resources impact individuals and groups.
5. The ability to question, read, think, and communicate using multiple perspectives is essential to support a claim.

Essential Question(s):

1. How does geography influence human behavior?
2. How does understanding the past help us in making decisions about the future?
3. How and why does government develop in civilizations?
4. What role do individuals have in governing a society?
5. What factors do individuals and groups consider when making economic decisions?

Learning Targets:

1. Students can use knowledge of geography to evaluate the world around them.
2. Students can evaluate how historical events have impact on the present and the future.
3. Students can analyze systems of government and interpret rights, privileges and responsibilities within society.
4. Students can analyze how an economy functions within society.
5. Students can research, organize and communicate effectively.

Stage 2: Learning Plan

I. Middle Ages

- A. Geography
- B. Feudalism
- C. Kingdoms and Crusades
- D. Culture and the Church
- E. Perspectives from outside Europe

Standards Referenced: WI State Standards

- SS.Geog1, SS.Geog2, SS.Geog3, SS.Geog5
- SS.Hist1, SS.Hist2, SS.Hist3, SSHist4
- SS.PS1
- SS.Econ1, SS.Econ4
- SS.Inq1, SS.Inq2, SS.Inq3, SS.Inq4

Learning Targets Addressed:

1. Students can use knowledge of geography to evaluate the world around them.
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Key Unit Resources

- McGraw Hill World History, Voices and Perspectives
- McGraw Hill Building Citizenship, Civics & Economics
- Understanding Economics, A Case Study Approach, Globe Fearon
- Newsela
- Safari Montage

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• In class reading• Discussion• Notetaking
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Creating maps• Vocabulary• Textbook reading• Questions• Stations
Summative	Product	<ul style="list-style-type: none">• Crusades poster,• Tic Tac Toe• Choice project

II. Renaissance/Enlightenment A. Geography B. New Ideas and Art C. Protestant Reformation D. Catholic Reformation and Religious Wars E. Scientific Revolution F. The Enlightenment	Standards Referenced: WI State Standards <ul style="list-style-type: none">SS.Geog1, SS.Geog2, SS.Geog3, SS.Geog5SS.Hist1, SS.Hist2, SS.Hist3, SSHist4SS.PS1SS.Econ1, SS.Econ4SS.Inq1, SS.Inq2, SS.Inq3, SS.Inq4 Learning Targets Addressed: <ol style="list-style-type: none">Students can use knowledge of geography to evaluate the world around them.Students can evaluate how historical events have impact on the present and the future.Students can analyze systems of government and interpret rights, privileges and responsibilities within society.Students can analyze how an economy functions within society.Students can research, organize and communicate effectively.														
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	<table><tr><th colspan="3">Assessment Map:</th></tr><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">In class readingDiscussionNotetaking</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">Creating mapsVocabularyTextbook readingQuestionsStations</td></tr><tr><td>Summative</td><td>Product</td><td><ul style="list-style-type: none">Renaissance Treasures Research,Renaissance Notable InterviewEnlightenment Thinkers Memes</td></tr></table>	Assessment Map:			Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">In class readingDiscussionNotetaking	Formative	Skills/ Reasoning	<ul style="list-style-type: none">Creating mapsVocabularyTextbook readingQuestionsStations	Summative	Product
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Summative	Product	<ul style="list-style-type: none">Renaissance Treasures Research,Renaissance Notable InterviewEnlightenment Thinkers Memes													

III. Exploration

- A. The Age of Exploration
- B. Spains' Conquests in the Americas
- C. Exploration and Worldwide Trade

Standards Referenced: WI State Standards

- SS.Hist1, SS.Hist2, SS.Hist3, SSHist4
- SS.PS1
- SS.Econ1, SS.Econ4
- SS.Inq1, SS.Inq2, SS.Inq3, SS.Inq4

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5. Students can research, organize and communicate effectively.

Key Unit Resources

- McGraw Hill World History, Voices and Perspectives
- McGraw Hill Building Citizenship, Civics & Economics
- Understanding Economics, A Case Study Approach, Globe Fearon
- Newsela
- Safari Montage

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• In class reading• Discussion• Notetaking
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Creating maps• Vocabulary• Textbook reading• Textbook response
Summative	Product	<ul style="list-style-type: none">• Inquiry: Multiple Perspectives: Slavery in the Americas

IV. Industrial Revolution

A. The American Revolution

B. The French Revolution

C. Society and Industry

- Factory Girl, Barbara Greenwood

Standards Referenced: WI State Standards

- SS.Hist1, SS.Hist2, SS.Hist3, SSHist4
- SS.PS1
- SS.Inq1, SS.Inq2, SS.Inq3, SS.Inq4

Learning Targets Addressed:

1. Students can use knowledge of geography to evaluate the world around them.
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Key Unit Resources

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- McGraw Hill Building Citizenship, Civics & Economics
- Understanding Economics, A Case Study Approach, Globe Fearon
- Newsela
- Safari Montage

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• In class reading• Discussion• Notetaking
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Creating maps• Vocabulary• Factory Girl Reading• Factory Girl Response
Summative	Product	<ul style="list-style-type: none">• One pager~ Industrial Revolution

V. Economics~ Intro., Personal Finance

- A. Intro to Economics
- B. Economic Decisions
- C. Demand and Supply
- D. Gross Domestic Product
- E. Economic Flow/ Growth
- F. Capitalism/ Free Enterprise
- G. Consumerism
- H. Budgeting
- I. Saving and Investing

Standards Referenced: WI State Standards

- SS.Econ1, SS.Econ2, SS.Econ3, SS.Econ4
- SS.Inq2, SS.Inq4

Learning Targets Addressed:

- 4. Students can analyze how an economy functions within society.
- 5. Students can research, organize and communicate effectively.

Key Unit Resources

- McGraw Hill World History, Voices and Perspectives
- McGraw Hill Building Citizenship, Civics & Economics
- Understanding Economics, A Case Study Approach, Globe Fearon
- Newsela
- Safari Montage

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• In class reading• Discussion• Notetaking
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Vocabulary• Reading• Response
Summative	Product	<ul style="list-style-type: none">• Product creation~ Drink Invention project

V. Economics~Business & Government

- A. Business organization
- B. Labor
- C. Roles and responsibilities of business
- D. Government and the Economy
- E. Taxes

Standards Referenced: WI State Standards

- SS.Econ1, SS.Econ2, SS.Econ3, SS.Econ4
- SS.Inq2, SS.Inq4

Learning Targets Addressed:

- 4. Students can analyze how an economy functions within society.
- 5. Students can research, organize and communicate effectively.

Key Unit Resources

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- Safari Montage

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• In class reading• Discussion• Notetaking
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Vocabulary• Reading• Response
Summative	Product	<ul style="list-style-type: none">• You are the Entrepreneur