

Dolton School District 148
Strategic Planning – Social Studies - Grades 7 & 8

Weeks of Instruction	Soc. Studies Standards GR 7	Soc. Studies Standards GR 8	Daily Review, Instruction & Homework	Evidence of Success in Achieving Targeted Skills
<p>Cycle 1</p> <p>August 16-20 August 23-27 August 30-Sept. 3 September 6-10 September 13-17 September 20-24 September 27-Oct. 1</p> <p style="text-align: center;">30 ½ days</p>	<p>Unit 1 - The Americas: Worlds Meet Reading Goal: Identifying the Main Idea</p> <p>17.B.3b Explain how changes in components of an ecosystem affect the system overall.</p> <p>17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p> <p>16.C.3a Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.</p> <p>15.A.3a Explain how market prices signal producers about what, how and how much to produce</p> <p>15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.</p> <p>16.C.3a Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.</p> <p>16.B.3a Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period</p> <p>16.D.3a Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.</p> <p>16.E.3a Describe how early settlers in Illinois and the US adapted to, used and changed the environment prior to 1818.</p> <p>17.C.3a Explain how human activity is affected by geographic factors.</p> <p>16.B.3a Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period</p> <p>16.C.3a Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.</p> <p>16.D.3a Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.</p> <p>17.C.3a Explain how human activity is affected by geographic factors.</p>	<p>Unit 1 – Civil War & Reconstruction Reading Goal: Cause and Effect</p> <p>16.D.5 Analyze the relationship between an issue in US social history and the related aspects of political, economic and environmental history.</p> <p>14.F.4a Determine the historical events and processes that brought about changes in US political ideas and traditions.</p> <p>15.C.4a Analyze the impact of political actions and natural phenomena on producers and production decisions.</p> <p>15.A.4c Analyze the impact of inflation on an individual and the economy as a whole</p>		

<p>Cycle 2</p> <p>October 4-8 October 11-15 October 18-22 October 25-29</p> <p>18 ½ days</p>	<p>Unit 2 – Creating a Nation Reading Goal: Making Connections</p> <p>15.A.3a Explain how market prices signal producers about what, how and how much to produce 15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources. 15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole. 15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations. 16.B.3a Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period 16.B.3b Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the US Constitution 16.C.3b Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present. 16.D.3a Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century. 16.D.3b Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century. 17.C.3a Explain how human activity is affected by geographic factors.</p>	<p>Unit 2 – Reshaping the Nation Reading Goal: Comparing and Contrasting</p> <p>14.D.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies. 14.F.4a Determine the historical events and processes that brought about changes in US political ideas and traditions. 14.F.4b Describe how US political ideas, practices and technologies have extended rights for Americans in the 20th century. 14.F.5 Interpret how changing geographical, economic, technological and social forces affect US political ideas and traditions. 15.C.5a Explain how competition is maintained in the US economy and how the level of competition varies in differing market structures. 15.C.5b Explain how changes in non-price determinants of supply. 16.C.5a Analyze how and why the role of the US in the world economy has changed since WWII. 16.C.4b Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE. 16.C.5b Analyze the relationship between an issue in US economic history and the related aspects of political, social and environmental history. 17.C.4a Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities. 14.F.4a Determine the historical events and processes that brought about changes in US political ideas and traditions. 17.C.4c Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban). 18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies 18.B.4 Analyze various forms of institutions (e.g., educational, military, charitable, governmental).</p>		
<p>Cycle 3</p> <p>November 1-5 November 8-12 November 15-19 November 22-24 Nov. 29 – Dec. 3 December 6-10 December 13-17</p> <p>28 ½ days</p>	<p>14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions. 14.B.3 Identify and compare the basic political systems of IL and the US as prescribed in their constitutions. 14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation. 14.F.3a Analyze historical influences on the development of political ideas and practices enumerated in the Declaration of Independence, the</p>	<p>15.E.5a Explain how and why government redistributes income in the economy. 16.E.4a Describe the causes and effects of conservation and environmental movements in the US 1900 – present. 16.E.5b Analyze the relationship between an issue in US environmental history and the related aspects of political, economic and social history. 16.C.4c Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees,</p>		

	<p>Constitution, the Bill of Rights and the IL Constitution.</p> <p>14.F.3b Describe how US political ideas and traditions were instituted in the Constitution and the Bill of Rights</p> <p>15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole</p> <p>16.B.3b Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the US Constitution</p> <p>16.B.3c Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions</p>	<p>agricultural workers from Mexico and female workers since 1914.</p> <p>16.E.5a Analyze positive and negative aspects of human effects on the environment in the US including damming rivers, fencing prairies and building cities.</p>		
<p>Cycle 4</p> <p>January 3-7 January 10-14 January 17-21 January 24-28</p> <p>19 ½ days</p>	<p>Unit 3 – Launching the Republic Reading Goal: Summarizing Information</p> <p>14.E.3 Compare the basic principles of the US and its international interests.</p> <p>14.F.3b Describe how US political ideas and traditions were instituted in the Constitution and the Bill of Rights</p> <p>15.E.3a Identify the types of taxes levied by differing levels of governments</p> <p>16.B.3d Describe the ways in which the US developed as a world political power</p> <p>18.C.3a Describe ways in which a diverse US population has developed and maintained common beliefs.</p>	<p>Unit 3 – Reform an Empire Reading Goal: Paraphrasing</p> <p>14.E.4 Analyze historical trends of US foreign policy.</p> <p>14.E.5 Analyze relationships and tensions among members of the international community.</p> <p>15.E.5a Explain how and why government redistributes income in the economy.</p> <p>16.E.4a Describe the causes and effects of conservation and environmental movements in the US 1900 – present.</p> <p>16.E.5b Analyze the relationship between an issue in US environmental history and the related aspects of political, economic and social history.</p> <p>16.C.4c Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.</p> <p>16.C.4d Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism.</p> <p>16.E.5a Analyze positive and negative aspects of human effects on the environment in the US including damming rivers, fencing prairies and building cities.</p> <p>18.A.5 Compare ways in which social systems are affected by political, environmental, economic and technological changes.</p>		
<p>Cycle 5</p> <p>January 31 – February 4 February 7-11 February 14-18 February 21-25</p> <p>18 ½ days</p>	<p>14.E.3 Compare the basic principles of the US and its international interests.</p> <p>15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.</p> <p>16.B.3d Describe the ways in which the US developed as a world political power</p>	<p>15.C.4a Analyze the impact of political actions and natural phenomena on producers and production decisions.</p> <p>16.C.4c Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.</p> <p>16.C.4b Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.</p>		