



## Social Studies - Grade 7

### **Course Description:**

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Wisconsin Academic Standards for Social Studies](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course students will have an understanding of conflict and cooperation between Native Nations and the United States over time by exploring topics such as treaty rights, sovereignty, and boarding schools. They will also explore how governments work, who to contact at different levels of government, and how to make a difference within various communities. Lastly, students will understand basic economic concepts by developing their own businesses.

### **Enduring Understandings:**

- Investigating questions in a deep and engaging manner through opportunities to work collaboratively as well as individually is necessary to find solutions to complex problems.
- Leaders need to have confidence in their own skills to make sense of an increasingly complex world.
- Examining cultures and comparing ways of life is crucial for behavioral scientists to understand groups of people in the past and present.
- Knowing how institutions are maintained or changed is required for citizens to infer how they influence individuals, cultures, and societies.
- Making complex economic choices is imperative as economists decide what goods and services to provide and how to allocate limited resources for distribution and consumption.
- Learning how to be better producers, consumers, and economic citizens is paramount in a global economy marked by rapid technological change.
- Studying the earth and the interactions of people within places where they live, work, and play is mandatory for geographers to gain perspective of the world.
- Addressing the various cultural, economic, social, and civic implications is required for geographers to explain life in earth's many environments.
- Understanding their historical roots and others, historians can infer how past events have shaped their world.
- Reconstructing and interpreting historical events provides historians a perspective in addressing the past, present, and future.
- Developing a civic responsibility, young citizens will expand knowledge about the structures of power, authority, and governance in a contemporary society.
- Understanding how local, state, tribal, and national governments function and interact helps develop effective citizens to solve problems.
- Reading in the content areas requires interaction and interpretation of various discipline-specific texts in order to integrate and evaluate content, build knowledge, make meaning, construct evidence-based arguments, and select reliable and relevant resources for research.
- Writing in the content areas requires clear and coherent written products which are planned and developed with supporting evidence to demonstrate focused understanding of composition, written expression, and usage/mechanics in order to communicate a discipline-specific purpose to an appropriate audience.



## INQUIRY PRACTICES AND PROCESSES

- I can formulate open-ended questions for further research within one of the social studies disciplines. (SS.Inq1.a.m)
- I can identify additional questions that support research to guide the inquiry. (SS.Inq1.b.m)
- I can identify possible resources to guide the inquiry. (SS.Inq1.b.m)
- I can explore evidence from multiple reliable sources representing a range of perspectives through research to guide the inquiry. (SS.Inq2.a.m)
- I can determine the credibility and applicability of a source by considering a variety of factors. (SS.Inq2.b.m)
- I can develop a debatable and defensible claim based upon the analysis of sources. (SS.Inq3.a.m)
- I can support claims with evidence from multiple reliable sources using a range of mediums. (SS.Inq3.b.m)
- I can analyze and evaluate the logic, relevance, and accuracy of others' claims. (SS.Inq4.b.m)
- I can explore opportunities for personal or civic collaborative engagement with community, school, state, tribal, national, and/or global implications. (SS.Inq5.a.m)

## BEHAVIORAL SCIENCES

- I can categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world. (SS.BH2.a.m)
- I can model how individuals learn the elements of their culture through interactions with others. (SS.BH2.b.m)
- I can analyze how a person's local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions. (SS.BH3.a.m)

## ECONOMICS

- I can assess how limited resources impact the choices of individuals, households, communities, businesses, and countries. (SS.Econ1.a.m)
- I can evaluate how incentives impact individual and/or household decision-making. (SS.Econ1.b.m)
- I can analyze the role of consumers and producers in product markets. (SS.Econ2.a.m)
- I can provide examples of how individuals and households are both consumers and producers. (SS.Econ2.a.m)
- I can evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services. (SS.Econ2.b.m)
- I can categorize factors of production and how they are combined to make goods and deliver services. (SS.Econ2.c.m)
- I can evaluate how profits influence sellers in markets. (SS.Econ2.c.m)
- I can analyze how inflation, deflation, and unemployment affect different groups. (SS.Econ3.a.m)
- I can differentiate between the functions of money. (SS.Econ3.b.m)



## ECONOMICS (continued)

- I can assess how interest rates influence borrowing and investing. (SS.Econ3.b.m)
- I can compare Gross Domestic Product (GDP) of different nations. (SS.Econ3.c.m)
- I can compare and contrast how different economic systems choose to allocate the production, distribution and consumption of resources. (SS.Econ4.a.m)
- I can analyze rules and laws that protect and support consumers. (SS.Econ4.b.m)
- I can analyze rules and laws that protect and support workers. (SS.Econ4.b.m)
- I can analyze the impact of different government policies on the economy. (SS.Econ4.c.m)
- I can analyze the potential unintended costs and benefits for a local or state law or policy. (SS.Econ4.d.m)
- I can summarize the role of specialization on trade and cost of goods/services. (SS.Econ4.e.m)
- I can identify examples of U.S. exports and imports. (SS.Econ4.e.m)

## GEOGRAPHY

- I can interpret patterns in a variety of maps, charts, and graphs. (SS.Geog1.b.m)
- I can construct a mental map of regions. (SS.Geog1.c.m)
- I can compare mental maps shaped by individual perceptions of people, places, regions, and environments. (SS.Geog1.c.m)
- I can evaluate the impact of migration on the place of origin and the place of settlement. (SS.Geog2.c.m)
- I can analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past. (SS.Geog3.a.m)
- I can analyze how unequal distribution of resources creates inequities between regions and conflict between competing nations. (SS.Geog5.b.m)

## HISTORY

- I can use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. (SS.Hist1.a.m)
- I can explain patterns of change over time in the community, the state, the United States, and the world. (SS.Hist2.b.m)
- I can compare events from United States or world history to a current issue or event. (SS.Hist3.a.m)
- I can apply historical perspectives to describe differing viewpoints of current events. (SS.Hist3.b.m)
- I can explain how the historical context influences a primary or secondary source. (SS.Hist4.a.m)
- I can explain the significance of the intended audience of a primary or secondary source. (SS.Hist4.b.m)



## POLITICAL SCIENCE

- I can summarize the importance of rule of law. (SS.PS1.a.m)
- I can hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. (SS.PS1.b.m)
- I can investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied and evolved over time throughout United States history. (SS.PS1.b.m)
- I can assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state. (SS.PS1.b.m)
- I can analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. (SS.PS2.a.m)
- I can describe the evolution of rights over time. (SS.PS2.a.m)
- I can describe key laws, constitutional changes, and court decisions that contributed to these developments. (SS.PS2.a.m)
- I can predict how collective action movements work and extend equal rights to groups and individuals. (SS.PS2.a.m)
- I can explain differing concepts of citizenship. (SS.PS2.b.m)
- I can compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. (SS.PS2.c.m)
- I can investigate how groups have advocated for access to greater rights. (SS.PS2.c.m)
- I can assess voter participation in elections. (SS.PS3.a.m)
- I can explain my role in government at the local, state, tribal, and federal levels. (SS.PS3.a.m)
- I can analyze the role of various types of media in functions of government and in elections. (SS.PS3.b.m)
- I can analyze how elections and political parties in the United States connect the people to government. (SS.PS3.b.m)
- I can summarize how civic institutions influence society and politics. (SS.PS3.b.m)
- I can analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels. (SS.PS3.c.m)
- I can analyze how government address and solve problems through the public policy process. (SS.PS3.d.m)
- I can assemble an argument utilizing multiple sources of information. (SS.PS4.a.m)