



BLUE VALLEY DISTRICT CURRICULUM & INSTRUCTION
 Social Studies | 7th Grade/Kansas History



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT 1: EARLY CIVILIZATIONS, EXPLORATION & EXPANSION 7000 BCE – 1854 CE</p> <p>Suggested Time Frame: Quarter 3</p>	<p>Why did people want to live in Kansas?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>In what ways did life and culture change for American Indians after Spanish, French, and American explorers arrived?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>What impact did reservations by treaty have on various groups of American Indians?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>How do beliefs and ideas pose challenges for people living together?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>To what extent did the Indian Removal Act of 1830 influence the lifestyle and culture of emigrant Indian tribes who relocated to Kansas?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)
<p>UNIT 2: STATEHOOD & CIVIL WAR 1854 – 1865</p> <p>Suggested Time Frame: Quarter 3</p>	<p>To what extent did settlers in Kansas face challenges?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>Under what circumstances, if ever, should individuals fight for the rights of others?</p> <ul style="list-style-type: none"> The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) <p>To what extent did “Bleeding Kansas” contribute to the political divisions within the United States during the civil war?</p> <ul style="list-style-type: none"> The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

	<p>In what ways did the Civil War impact the social and political atmosphere of KS, then and today?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)
<p>UNIT 3: CHALLENGES FACING KANSAS & THE REUNIFIED NATION 1865 -1890s</p> <p>Suggested Time Frame: Quarter 3</p>	<p>To what extent did Western Romanticism impact the culture of KS?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>In what ways did the rights of citizens change as a result of the Civil War?</p> <ul style="list-style-type: none"> • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) <p>To what extent did cattle drives impact culture in Kansas and America?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>In what ways did the railroads change the political, social, and economic environment of the state?</p> <ul style="list-style-type: none"> • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>Why did the Exoduster movement from the South emerge in KS?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>UNIT 4: PROGRESS & REFORM 1890 -1920s</p> <p>Suggested Time Frame: Quarter 3/4</p>	<p>To what extent did women’s suffrage impact Kansas politics and culture?</p> <ul style="list-style-type: none"> • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) <p>Why did Populism and Socialism gain popularity; what was the effect of these growing political beliefs?</p> <ul style="list-style-type: none"> • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) <p>In what ways does prohibition in KS compare to zero tolerance policies (e.g. war on drugs)?</p> <ul style="list-style-type: none"> • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

	<p>To what extent do workers’ strikes influence the workers, employers, patrons, and policies?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>In what ways was growth of industry encouraged and supported in KS; in what ways was it hindered?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>UNIT 5: BOOMS, BUSTS & DUST 1920s – 1940s</p> <p>Suggested Time Frame: Quarter 4</p>	<p>To what extent did the Dust Bowl and Great Depression impact agricultural practices in KS?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>To what extent did beliefs regarding the role and responsibility of the government to assist those in need change during the Great Depression; to what extent are those beliefs evident still today?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) <p>To what extent did World War II act as a catalyst for change in KS?</p> <ul style="list-style-type: none"> The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>To what extent has ideals of the “American Dream” evolved?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>To what extent was the economy in Kansas impacted by the Stock Market Crash and Great Depression?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>UNIT 6: KANSAS IN A CHANGING & MODERN WORLD 1950s – 2000s</p> <p>Suggested Time Frame: Quarter 4</p>	<p>To what extent did the decision to participate in the Federal Aid Highway Act of 1956 impact the people of KS?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>To what extent does the government have a responsibility to ensure all students are receiving quality education in public schools?</p> <ul style="list-style-type: none"> The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) <p>To what extent did beliefs and ideas about demographics (race, socioeconomic status, gender, etc.) influence segregation patterns in Kansas; to what extent are those patterns present today?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)

	<p>To what extent do the events of the Cold War (e.g. Vietnam, space race, etc.) illustrate the interdependence of Kansas, the United States, and the world?</p> <ul style="list-style-type: none"> • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>To what extent did the flood control projects of the 1950s influence the environment in Kansas?</p> <ul style="list-style-type: none"> • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)
<p>UNIT 7: KANSAS TODAY Present Day</p> <p>Suggested Time Frame: Quarter 4</p>	<p>To what extent does proximity to Kansas City, Missouri influence the culture, politics, and economy of Kansas?</p> <ul style="list-style-type: none"> • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>To what extent are the people who reside in Kansas influenced by the rights and responsibilities of Kansas' state government?</p> <ul style="list-style-type: none"> • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) <p>How does Kansas compare (socially, politically, economically, geographically, etc.) to other states in the United States?</p> <ul style="list-style-type: none"> • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>How has KS changed in the past 50 years; what has been the most significant change, why?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) • The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3) <p>To what extent does geography play a role in the distribution and diffusion of wealth, legislatures, and beliefs in Kansas?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)