

7TH GRADE SOCIAL SCIENCE CHECKLIST
Goals 14 – 18

Illinois Learning Standards A – F
Performance Descriptors

What is important is not that you stick with the grade level suggestion, but that throughout your school district **all** standards are **covered**.

UNITED STATES GOVERNMENT, POLITICAL SYSTEMS & CITIZENSHIP

- _____ Compare and contrast responsibilities shared between the state and federal governments.
- _____ Identify the rights and principles of limited government found within the Declaration of Independence.
- _____ Classify the type of courts and judicial officials established to operate within the local, state, and federal governments.
- _____ Describe the role of the courts in judicial review.
- _____ Describe the impact of the federal government's system of checks and balances (e.g., the results of a presidential veto).
- _____ Analyze historical examples of the system of checks and balances according to the respective branches of the federal government.
- _____ Compare similarities and differences in the powers of the Governor of the State of Illinois and the President of the United States to resolve conflicts and crises.
- _____ Formulate a conclusion about the use of power by state or national governmental executives.
- _____ Describe the organization of the Illinois General Assembly.
- _____ Define "jurisdiction" as it applies to a court system.
- _____ Describe the requirements for candidates for local, state, and national offices.
- _____ Compare the platforms of two or more political parties during an election to determine differences.
- _____ Explain the position on a particular issue of a candidate for political office.

_____ Explain the importance of an individual's responsibility to maintain a democratic, civil society.

_____ Evaluate the benefits of highly involved citizens to a society.

_____ Identify the reasons for public opinion polls sponsored by political parties, public interest groups, and the media.

_____ Describe methods of communication that individuals, groups, and the media use to present information to the public.

_____ Interpret political cartoons in terms of captions and images to persuade people to accept political positions on various issues.

UNITED STATES FOREIGN POLICY

_____ Review the principles the United States has traditionally held in joining international organizations (e.g., the interests and benefits of world peace, open trade over closed markets).

_____ Explain an historical event in which the United States played a leading role.

_____ Analyze an event or issue that links the people of Illinois to another nation (e.g., issues or negotiations over trade, immigration of ethnic groups).

U.S. POLITICAL IDEAS AND TRADITIONS

_____ Provide an argument justifying the need for civil rights for citizens of any nation.

_____ Summarize the historical development of the concept of individual liberty (e.g., Colonial America to contemporary political interest groups).

_____ Analyze the causes and effects of when national interests have called for the limitation or restriction of civil rights (e.g., internment of Japanese Americans during World War II).

_____ Place events from a chronology on multiple tier timelines that are organized according to political, economic, environmental, and social history.

_____ Organize a series of related historical events for depiction on a periodization chart.

_____ Describe life during a specific period using multiple tier timelines, periodization charts, graphs, and charts with data organized by category.

_____ Provide an example of two different interpretations of a significant event.

- _____ Explain how a significant historical event can have many causes.
- _____ Identify the major periods in United States political history from colonial to contemporary times. (US)
- _____ Summarize ideas that influenced the development of representative democracy as reflected in the Declaration of Independence and the Constitution of the United States. (US)
- _____ Describe significant events that fostered the development of representative democracy after the adoption of the United States Constitution (e.g., amendments, supreme court rulings, legislation). (US)
- _____ Compare and contrast the contributions of individuals or political groups who had a significant impact on the course of local, state, and national history. (US)
- _____ Identify causes and effects of turning points in world political history (e.g., the division of the Roman empire, the rise of the Islamic empire, the establishment of the kingdom of Ghana, the rise and fall of the T'ang dynasty). (W)
- _____ Describe political beliefs of significant individuals and groups during a turning point in world history. (W)
- _____ Compare/contrast the development of the political ideology of significant individuals from a Western civilization with that of a non-Western civilization. (W)
- _____ Describe political ideas developed within the non-Western world (e.g., theocracy, passive resistance). (W)
- _____ Define the concept of Feudalism. (W)
- _____ Describe the development of European nation states, 1200-1500. (W)

ECONOMICS

- _____ Explain that consumer demand determines what producers will produce in a market economy.
- _____ Identify the productive resources households sell to businesses and the payments received for those resources.
- _____ Identify the goods and services businesses sell to households and the payments received for those goods and services.
- _____ Identify times when students or adults are consumers and when students or adults are producers.

- _____ Explain why people are both consumers and producers.
- _____ Identify markets where buyers and sellers meet face-to-face and markets in which buyers and sellers never meet directly.
- _____ Explain the benefits to consumers of competition among sellers.
- _____ Analyze the impact on prices of competition among buyers.
- _____ Analyze how changes in price affect producer behavior.
- _____ Identify non-price incentives to which people respond in the economy.
- _____ Explain why people's response to an incentive may vary because of differing values.
- _____ Predict the impact on supply of a good or service when non-price determinants change (e.g., number of producers; cost of production).
- _____ Identify exports produced in the local community or state.
- _____ Explain why countries benefit when they exchange goods and services.
- _____ Explain how specialization usually increases productivity in an economy.
- _____ Provide examples of how specialization increases interdependence among consumers and producers.
- _____ Explain how technological changes have led to new and improved products.
- _____ Explain how people's incomes reflect choices they have made about education, training, skill development, and careers.
- _____ Identify laws and government policies that protect property rights, enforce contracts, and maintain competition.
- _____ Explain why there is a role for government in the economy.
- _____ Explain how laws and government policies affecting the economy have changed over time.
- _____ Identify the major periods in United States economic history from colonial to contemporary times. (US)
- _____ Describe the impact of trade from 1500-1750 on the political, social, and economic lives, and the environment of Native Americans and European colonists. (US)

- _____ Describe how changes in science and technology affected the exchange of goods and services over time among the people in colonial America. (US)
- _____ Explain how changes in economic activity during an earlier period influenced subsequent historical events (e.g., increase in the labor supply and unionization, depression and the New Deal). (US)
- _____ Identify the major periods in World economic history. (W)
- _____ Describe the economic systems found in the Americas before the voyage of Columbus. (W)
- _____ Evaluate the impact of the economic aspects of the voyage of Columbus on the social, political, and environmental conditions of the Americas. (W)
- _____ Describe the impact on societies of long-term economic trends from 1000 to 1500 CE (e.g., long distance trade, banking, specialization of labor, urbanization, technological/scientific progress). (W)
- _____ Compare/contrast the economic systems and institutions of an agricultural and an industrial society (W)

CULTURE, SOCIAL SYSTEMS & SOCIAL HISTORY

- _____ Describe the changes and continuity in various interest groups' (e.g., workers, business persons, politicians) perception of social status over time. (US)
- _____ Compare and contrast family life in the early American period with another time period. (US)
- _____ Describe the significance of social factors such as status, role, customs, traditions, norms, and values during a turning point in United States social history. (US)
- _____ Analyze the significance of cultural diversity in the social history of the United States. (US)
- _____ Identify the major periods in World social history (e.g., European Feudalism, colonial periods in regions of the world). (W)
- _____ Describe the impact of slavery upon various societies. (W)
- _____ Compare/contrast the institution of slavery in different societies past and present. (W)

_____ Describe the origins, development, and consequences of mass migrations of people at selected periods in history. (W)

_____ Explain the significance of changes in the role of men, women, and children from one period to subsequent periods in world social history. (W)

_____ Describe what is studied within the field of anthropology.

_____ Describe how a culture is reflected in its art, music, and/or architecture and institutions.

_____ Explain how technology and the media have impacted expressive culture.

_____ Analyze examples of patterns within literature, art, music, and/or architecture being transmitted from place to place.

_____ Describe what is studied within the field of sociology.

_____ Describe what is studied within the field of psychology.

_____ Identify examples of how social, political, and economic institutions work together.

_____ Analyze the reasons why social institutions change over time.

_____ Identify how an individual may influence institutional or group behavior.

_____ Analyze the roles that various public and private institutions play as agents of socialization (e.g., schools).

_____ Define the concept of diversity.

_____ Assess the impact that commonly held beliefs have had on social groups in the United States over time.

_____ Describe the contributions of significant individuals and groups to the common belief system of the United States.

_____ Describe how citizens and government can cooperate or have cooperated to solve an important social problem.

_____ Predict what social problems will become more pressing in the future.

ENVIRONMENTAL HISTORY

_____ Identify turning points in United States environmental history. (US)

- _____ Describe the development of transportation and communication networks (e.g., river travel, pony express, internet). (US)
- _____ Explain how the environment affected economic and social developments of people in a specific region of the United States (e.g., Jamestown, "Wild West," natural disasters). (US)
- _____ Explain how the environment affected economic and social developments of a specific cultural group after 1500. (US)
- _____ Explain how the environment, economy, and society can be affected by the dependence of a region on a single crop or mode of production. (US)
- _____ Identify the major periods in World environmental history. (W)
- _____ Describe the development of transportation and communication networks before 1500CE. (W)
- _____ Describe the development of transportation and communication networks since 1500CE. (W)
- _____ Identify watershed events in the environmental history of each continent since 1500CE. (W)
- _____ Explain how the environment affected economic and social developments in a specific civilization (e.g., Greeks and the Aegean Sea, Middle East and oil). (W)
- _____ Explain how the environment, economy, and society can be affected by the dependence of a region on a single crop or mode of production. (W)

GEOGRAPHY

- _____ Compare sketch maps with atlas maps to determine the accuracy of physical and cultural features (e.g., political/physical maps of Canada, the United States, and Europe).
- _____ Develop maps and flowcharts showing major patterns of movement of people and commodities (e.g., international trade in petroleum, countries that produce and those that consume resources, cartograms, population pyramids).
- _____ Explain the purposes and distinguishing characteristics of selected map projections, globes, aerial photos, and satellite images.
- _____ Demonstrate understanding of the spatial distribution of various phenomena by using latitude and longitude to plot data on a base map of the United States or the world (e.g., location of professional sports teams in the U.S. or the world).

- _____ Explain how Earth-Sun relationships affect Earth's energy balance (e.g., heating of soil and water at different seasons of the year, differential heating at different latitudes).
- _____ Identify and describe different climates in terms of precipitation and temperature and the types of plants and animals associated with each using pictures, maps, and graphs.
- _____ Analyze maps to determine the relationship among climate, natural vegetation, and natural resources.
- _____ Predict the effects of an extreme weather phenomenon on the physical environment (e.g., a hurricane's impact on a coastal ecosystem).
- _____ Explain the different patterns in population density using geographic tools (e.g., pyramids, maps).
- _____ Identify human induced changes in landforms, climate, natural vegetation, and resources of their local community, state of Illinois, nation, and the world.
- _____ Analyze physical and human environments in Illinois and the United States to determine ways that people adapt to and modify their environment.
- _____ Formulate several hypotheses about relationships among resources, manufacturing and service industries, transportation, and population densities in different regions of the United States and the world.
- _____ Predict the effects of an extreme weather phenomenon on human populations in different regions of the United States and the world (e.g., hurricanes, flooding, tornadoes).
- _____ Identify social, political, and economic factors that attract people to, and repel people from, urban centers.
- _____ Describe instances of how places can be changed or destroyed as a result of natural processes.
- _____ Describe how humans have adapted to environmental changes caused by natural processes.
- _____ Explain how human characteristics of a place are influenced by acculturation (e.g., Spanish culture in Middle and South America and the United States Southwest, Hindu and Muslim culture in Southeast Asia).
- _____ Explain how an environmental change in one part of the world can affect places in other parts of the world over periods of time.