

This checklist is a suggested guide

6TH 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 AND CITIZENSHIP

- _____ Define the concept of "consent of the governed."
- _____ Explain the importance of having a written constitution for a government.
- _____ Summarize the main points in constitutional documents (e.g., Declaration of Independence, Northwest Ordinance, Preamble of the United States Constitution).
- _____ Identify the basic similarities and differences between the Illinois and United States Constitutions.
- _____ Name the courts and judicial officials established to operate within the local, state, and federal governments.
- _____ Distinguish between the characteristics of a limited and unlimited government.
- _____ Describe the characteristics of a two-house legislature.
- _____ Explain the reasons for having the system of checks and balances as part of the organization of the federal government.
- _____ Define the roles and responsibilities of top officials in Illinois State government (e.g., Governor, Sec. of State).
- _____ Explain the distributed and shared powers of the local, state, and federal government.
- _____ Create a list of ideas that would encourage more civic responsibility among people.
- _____ Explain the role of a citizen in choosing leaders.

- _____ Illustrate how people are elected to all levels of our government.
- _____ Analyze historical events involving the extension or denial of political and electoral rights of various citizens or groups of people.
- _____ Summarize an individual or group's motivation for participating in the shaping of public policy.
- _____ Analyze actions taken by governments to improve the lives of people.
- _____ Analyze ways in which the media is used by political parties and interest groups to influence public opinion.
- _____ Explain how political parties and interest groups affect legislation.
- _____ Describe an historical event or period in which political parties influenced public policy.

UNITED STATES FOREIGN POLICY

- _____ Identify a political tradition or custom that had its origin in another country (e.g., representative government).
- _____ Describe the leadership role of the United States in international organizations (e.g., the United Nations, NATO, IMF).
- _____ Explain the costs and benefits of an historical treaty the United States has signed with another nation or international organization.

U.S. POLITICAL IDEAS AND TRADITIONS

- _____ Give examples of events where people have had to fight to win their equality.
- _____ Illustrate conflicts over the rights and freedom of competing individuals or groups (e.g., a novel about two families from the north and south during the Civil War).
- _____ Compare the arguments of competing public interest groups on constitutional rights (e.g., rights of gun owners versus those who advocate greater restrictions on gun ownership).
- _____ Distinguish between the important and insignificant details contained in an historical source.
- _____ Organize a series of historic maps of a region or place into an historical atlas.

- _____ Place a series of events from the past that are listed on a chronology or timeline and categorize them according to political, economic, environmental, or social importance.
- _____ Identify the times when significant events intersected using a series of chronologies organized into political, economic, environmental, and social history.
- _____ Compare two different interpretations of an historical figure.
- _____ Compare the account of an historic person or event in a textbook with an account of the person or event in another secondary source.
- _____ Locate on the World Wide Web multiple sources pertaining to a significant historic person or event.
- _____ Compare the value of primary and secondary sources.
- _____ Organize a series of political events covering the span of American history, c1500-present, into a periodization chart. (US)
- _____ Describe both the ideas and actions of significant political figures, events, or processes that affected the formation and development of modern political parties. (US)
- _____ Interpret the actions and consequences of a significant figure in United States political history (e.g., Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, Franklin D. Roosevelt). (US)
- _____ Interpret the causes that led to the development of a particular political organization or institution (e.g., modern political parties, interest groups, Electoral College). (US)
- _____ Organize a series of political events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present. (W)
- _____ Describe major events in the evolution of non-Western political systems throughout world history. (W)
- _____ Describe the impact that significant individuals or groups in the non-Western world had on political events (e.g., Mao, Indira Gandhi, freedom fighters). (W)
- _____ Compare/contrast the development of a political system and/or institution in ancient times with that of another political system and/or institution of ancient times (e.g., Greek and Roman government, Greek and Egyptian). (W)

ECONOMICS

- _____ Define productivity.
- _____ Demonstrate how productivity increases through the use of technology.
- _____ Demonstrate how education and training improve skills and increase productivity.
- _____ Explain that in a market economy, producers make the goods and services consumers want.
- _____ Explain that a market exists whenever buyers and sellers exchange goods and services.
- _____ Identify examples of people acting as consumers and as producers.
- _____ Illustrate the law of demand.
- _____ Explain that prices are determined through the buying and selling decisions made by buyers and sellers.
- _____ Explain that competition takes place when there are many buyers and sellers of similar products.
- _____ Identify markets where there is competition among sellers.
- _____ Identify examples of competition among buyers.
- _____ Explain how price is an incentive to buyers and sellers.
- _____ Analyze the effect of price changes on buyers and sellers.
- _____ Explain that there are incentives other than price that affect people's behavior in the economy.
- _____ Provide examples of positive incentives (rewards) that affect economic behavior.
- _____ Provide examples of negative incentives (penalties) that affect economic behavior.
- _____ Define the law of supply.
- _____ Define imports.

- _____ Define exports.
- _____ Provide examples of economic specialization.
- _____ Identify technologies that exist today that did not exist in the past (e.g., 10 to 20 years ago).
- _____ Describe the differences between income tax, sales tax, and property tax.
- _____ Identify what people would give up if governments had no power to tax.
- _____ Identify what goods and services various levels of government provide.
- _____ Identify to which level of government certain taxes are paid.
- _____ Explain how significant economic events in the past have altered individual choices and influenced United States history. (US)
- _____ Summarize the impact of significant economic events of earlier periods of United States history on contemporary economic structure. (US)
- _____ Evaluate how an individual's ideas, inventions, or entrepreneurship (e.g., Thomas Edison, George Washington Carver, Henry Ford) affected the economy then and now. (US)
- _____ Predict how technological advances may affect the United States economic system. (US)
- _____ Analyze how a significant economic event (e.g., industrialization, the Great Depression, and the rise of computer technology) has influenced the development of the United States economic system. (US)
- _____ Organize a series of economic events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present. (W)
- _____ Describe the basic economic changes that led to or resulted from turning points in world economic history after 500 CE (e.g., manorial system, industrial revolution, capitalism, information/communication revolution). (W)
- _____ Identify the economic aspects of significant cultural exchanges that occurred between peoples in the past (e.g., Columbian exchange, Crusades). (W)
- _____ Define capitalism, socialism, and communism as economic systems. (W)

CULTURE, SOCIAL SYSTEMS & SOCIAL HISTORY

- _____ Predict the impact that a controversial figure's ideas on changing social conditions had on contemporary interest groups. (US)
- _____ Analyze the issues of social status and social role in the past and present. (US)
- _____ Describe the changes in family from one period to another. (US)
- _____ Trace the development of a significant social institution over time (e.g., Boy Scouts, Girl Scouts, NAACP). (US)
- _____ Organize a series of social events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present. (W)
- _____ Describe a turning point in world social history (e.g., religious movements, abolition movement, demographic disasters, migrations). (W)
- _____ Compare/contrast the social structure of Western and non-Western cultures today and in the past. (W)
- _____ Describe the various roles of men, women, and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa). (W)
- _____ Describe social changes that resulted from cultural exchange between and among different societies. (W)
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- _____ Define capitalism, socialism, and communism as economic systems. (W)
- _____ Compare and contrast two or more cultures in terms of expressions of those cultures.
- _____ Compare a culture with one's own through the use of written, auditory, or visual materials.
- _____ Compare cultural differences/similarities from other parts of the world in terms of their language, literature, and arts.
- _____ Explain how social scientists analyze expressive culture and social discourse.
- _____ Identify what cultural relativism means.
- _____ Give an example of ethnocentrism.
- _____ Describe culture shock.
- _____ Compare and contrast the concepts of conformity and deviance.
- _____ Examine how the media portrays conformity and deviance.
- _____ Identify examples of how an individual internalizes group norms.
- _____ Compare formal and informal means of social control.
- _____ Analyze the effectiveness of a national or local social institution in addressing a social problem (e.g., DARE, MADD).
- _____ Define subsistence strategy.
- _____ Differentiate among pre-industrial, industrial, and postindustrial societies.
- _____ Describe how the change from hunter-gatherer to settled society affected social roles.

_____ Explain how changes in the mode of production in a society affect educational, governmental, religious, and economic institutions.

ENVIRONMENTAL HISTORY

_____ Organize a series of environmental events covering the span of American history, c1500-present, into a periodization chart. (US)

_____ Describe how the environmental history of a place or region of the United States region has changed over time using a variety of geographic tools, including an historical atlas. (US)

_____ Describe how the people of a specific region of the United States gained control over rivers or other principal physical features of their environment. (US)

_____ Describe how the competition between or among different groups of people for the same land affected the environment. (US)

_____ Assess the effects of a significant invention or technological innovation on the physical and cultural environment on a place or region (e.g., plow, automobile, power plants). (US)

_____ Organize a series of environmental events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present. (W)

_____ Describe how an aspect of the environmental history of a place or world region has changed or stayed the same using an historical atlas. (W)

_____ Describe how the environmental history of one place or world region has changed using a variety of geographic tools. (W)

_____ Describe how the people of a specific civilization gained control over rivers or other principal physical features. (W)

_____ Describe how the competition between or among different groups of people for the same land affected the environment. (W)

_____ Analyze the effects of a significant invention or technological innovation on the physical and cultural environment of one of the world's regions (e.g., invention of the wheel, canals, railroads). (W)

GEOGRAPHY

_____ Demonstrate understanding of the location of various physical and human features in Illinois, the United States, and the world by sketching a map from memory of different features.

- _____ Interpret aerial photographs or satellite-produced images to locate and identify physical and human features (e.g., mountain ranges, rivers, vegetation regions, cities, dams, reservoirs).
- _____ Identify, using only a mental map, the countries through which a person would pass as they travel along a straight line route between two major cities (e.g., Paris to Moscow, Cairo to Nairobi).
- _____ Construct a choropleth map that shows the spatial distribution of the data (e.g., corn production in Illinois).
- _____ Explain how major countries in the world are connected and interrelate (e.g., trade, political alliances, humanitarian concerns).
- _____ Understand how parallels of latitude can be used to determine north-south direction and distance, and how meridians of longitude can be used to determine east-west direction and distance on a map or globe.
- _____ Identify the causes and nature of changes in environmental stress zones (fragile environments) (e.g., the rain forests of Brazil, taiga, north slope of Alaska).
- _____ Describe the physical environment of the students' own region and the physical processes that act on it (e.g., weather, tectonic forces, wave action, freezing and thawing, gravity, soil building processes).
- _____ Describe ecosystems from local to global scales and the difference between them using photographs and other media as illustrations.
- _____ Explain how and why ecosystems differ from place to place as a consequence of differences in soils, climates, and human and natural disturbances.
- _____ Compare the natural hazards that occur in Illinois with those occurring in other states to determine their intensity and effect on people.
- _____ Explain the concentrations of urban settlement centers with high population density using maps of Illinois and the United States.
- _____ Evaluate effects of technological change on transportation, communications, and resource use in Illinois, the United States, and the world.
- _____ Identify ways that human behavior could be changed to solve specific environmental problems (e.g., outline a plan to reduce litter and stream pollution).
- _____ Explain how technological developments have influenced the migration of people to and within the United States over time.

- _____ Analyze selected historical events to determine how they influenced the migration of people throughout the world.
- _____ Hypothesize about relationships between physical features and the occurrence of human activities of a particular place and how these activities changed over the years.
- _____ Analyze how physical features have both posed barriers and provided avenues to settlement in Illinois and the United States.