

Seventh Grade

SOCIAL SCIENCES – Core Expectations

Illinois State Goal 14: Understand political systems, with an emphasis on the United States.

State Standard	District Core Expectations
14A: Understand and explain basic principles of the United States government.	<ul style="list-style-type: none">• Identify the members, terms of office, and powers of the legislative, executive, and judicial branches of government.• List the three branches of the federal government and describe the features and function of each.• Describe the system of checks and balances.• Explain how and why our constitution can be changed or amended.• Explain the system of shared powers between the states and the federal government.• Explain how the U.S. government attempted to handle the issue of slavery through compromise and negotiation.
14B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.	<ul style="list-style-type: none">• Explain the difference between matrilineal succession and patrilineal succession.• Explain how traditional African villages governed themselves under chosen village chiefs.• Explain how European monarchs financed or authorized expeditions.• Explain how colonies governed themselves, being so distant from the central power.• Explain the roles of the monarchy and Parliament in the British political system, and compare this system with a republican democracy.• Explain the main provisions of the Treaty of Paris.
14C: Understand election processes and responsibilities of citizens.	<ul style="list-style-type: none">• List examples of the rights and responsibilities of being a U. S. citizen.
14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois,	<ul style="list-style-type: none">• Describe the role of the Iroquois Confederacy's example in the framework of our democracy.• Explain the significant events in the

the United States and other nations.	<p>formation of the present-day boundaries of the United States from 1800 to 1865.</p> <ul style="list-style-type: none"> • Explain the war powers Abraham Lincoln used during the Civil War. • Compare and contrast the governments of the Union and Confederacy during the Civil War.
14E: Understand United States foreign policy as it relates to other nations and international issues.	<ul style="list-style-type: none"> • Explain numerous factors that led to the American Revolution.
14F: Understand the development of United States political ideas and traditions.	<ul style="list-style-type: none"> • Explain how colonies governed themselves, being so distant from the central power. • Rephrase key excerpts from the Declaration of Independence into simpler language.

Illinois State Goal 15: Understand economic systems, with an emphasis on the United States.

State Standard	District Core Expectations
15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	<ul style="list-style-type: none"> • Explain how profit served as a motive for European exploration. • Explain how indentured servitude led to increased migration to America. • Explain how Spanish importation of American gold led to inflation in Europe. • Explain the economic rationale for slavery by the South before the Civil War. • Explain economic differences between the North and South. • Explain the role of canals and railroads on U.S. economic development from 1800 to 1865
15B: Understand that scarcity necessitates choices by consumers.	NA
15C: Understand that scarcity necessitates choices by producers.	NA
15D: Understand trade as an exchange of goods or services,	<ul style="list-style-type: none"> • Identify the nature of key trade items, including salt, gold, and slaves. • Explain the use of cowrie shells as currency in African societies. • Describe the “Triangle of Trade” between North America, Europe, and West Africa, and

	<p>its effects on the people and economies of these areas.</p> <ul style="list-style-type: none"> •
<p>15E: Understand the impact of government policies and decisions on production and consumption in the economy.</p>	<ul style="list-style-type: none"> • Explain how a colony economically benefits its mother country by supplying natural resources and a market for finished goods. • Describe the effects and purpose of a boycott. • Explain the colonial complaint of “No taxation without representation.” • Explain the role of Congress in minting money. • Explain how and why the government taxes its citizens. • Explain what the federal budget deficit is. • Explain the economic rationale for slavery by the South before the Civil War. • Explain economic differences between the North and South. •

Illinois State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Standard	District Core Expectations
<p>16A: Apply the skills of historical analysis and interpretation</p>	<ul style="list-style-type: none"> • Describe at least one theory of how the first Americans arrived in America. • Describe the characteristics of American Indians in general. • Describe cultural adaptations made by American Indians living in each cultural region. • Identify cultural differences between two or more American Indian groups. • Describe the main characteristics for each of the following African kingdoms: Ghana, Mali, and Songhai, and Great Zimbabwe • Describe the routes and reasons different European countries used to explore and colonize other continents. • Explain how European exploration and settlement of the Americas affected indigenous peoples and West Africans. • Evaluate the historical merits of Christopher Columbus’ discovery of America. • Explain how the Protestant Reformation spurred English colonization of America. • Identify the main reasons that the Continental Army was able to defeat the British in the Revolutionary War.

	<ul style="list-style-type: none"> • Explain how major historical events shaped the development of our representative form of federal government. • Describe the role of the Iroquois Confederacy's example in the framework of our democracy. • Explain the significant events in the formation of the present-day boundaries of the United States from 1800 to 1865. • Explain different reasons why white settlers migrated west of the Mississippi River between 1800 and 1865. • Identify important reform movements of the mid-nineteenth century. • Describe the role of women in the important reform movements of the mid-nineteenth century. • Explain key developments that led to the Civil War from 1800 to 1861.
<p>16B: Understand the development of significant political events.</p>	<ul style="list-style-type: none"> • Describe the significance of the Bantu Migration in Africa's history. • Explain numerous factors that led to the American Revolution. • Rephrase key excerpts from the Declaration of Independence into simpler language. • Explain the role American Indians played in the Revolution. • Describe characteristics of the British and American military forces at the start of the American Revolution. • Identify the strengths and weaknesses of the Union and Confederacy at the outbreak of the Civil War. •
<p>16C: Understand the development of economic systems.</p>	<ul style="list-style-type: none"> • Explain the concept of Manifest Destiny and how it was used to justify U.S. expansion during this time period. • Identify the strengths and weaknesses of the Union and Confederacy at the outbreak of the Civil War. •
<p>16D: Understand Illinois, United States and world social history.</p>	<ul style="list-style-type: none"> • Describe the differences between Spanish, French, English, and Dutch settlements in the Americas. • List key conditions in the colonies of Massachusetts, Rhode Island, Connecticut,

	<p>New York, Pennsylvania, Maryland, Virginia, and Georgia.</p> <ul style="list-style-type: none"> • Explain how the Civil War affected combatants, and describe the physical devastation and the effect of the war on civilians.
16E: Understand Illinois, United States and world environmental history.	<ul style="list-style-type: none"> • Trace the migration routes of American Indians to North America. • Identify Africa's proximity to Europe and Asia, via land and water routes. • Explain the significance of the Sahara desert to travel across the continent of Africa.

Illinois State Goal17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

State Standard	District Core Expectations
17A: Locate, describe and explain places, regions and features on the Earth.	<ul style="list-style-type: none"> • Distinguish between New England, Middle, and Southern Colonies. • Identify and describe important sites of the Revolution in terms of Place and Location. • Describe Washington DC in terms of Place and Location. • Compare and contrast the North and South in terms of Region, focusing on the experiences of African-Americans in each region. • Identify the Location of Union and Confederate states. •
17B: Analyze and explain characteristics and interactions of the Earth's physical systems.	<ul style="list-style-type: none"> • Describe in general the physical features of Africa in terms of regions. • Identify Africa's proximity to Europe and Asia, via land and water routes. • Explain the significance of the Sahara desert to travel across the continent of Africa.
17C: Understand relationships between geographic factors and society.	<ul style="list-style-type: none"> • Describe the vision of America held by different European visitors. • Explain the reasons why European migration to America grew after 1492. • Describe the different regions under English, French, and Spanish control. • Explain the different reasons colonists had for coming to America from Europe. •

<p>17D: Understand the historical significance of geography.</p>	<ul style="list-style-type: none"> • Trace the migration routes of American Indians to North America. • List the eight cultural regions into which scholars have divided American Indians of the contiguous United States. • Compare and contrast the North and South in terms of Region, focusing on the experiences of African-Americans in each region.
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Illinois State Goal 18: Understand social systems, with an emphasis on the United States.

State Standard	District Core Expectations
<p>18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p>	<ul style="list-style-type: none"> • Describe the characteristics of American Indians in general. • Describe cultural adaptations made by American Indians living in each cultural region. • Identify cultural differences between two or more American Indian groups. • Describe the main characteristics for each of the following African kingdoms: Ghana, Mali, and Songhai, and Great Zimbabwe • Describe the differences between Spanish, French, English, and Dutch settlements in the Americas.
<p>18B: Understand the roles and interactions of individuals and groups in society.</p>	<ul style="list-style-type: none"> • Compare and contrast the North and South in terms of Region, focusing on the experiences of African-Americans in each region. • Identify important reform movements of the mid-nineteenth century. • Describe the role of women in the important reform movements of the mid-nineteenth century.
<p>18C: Understand how social systems form and develop over time.</p>	<ul style="list-style-type: none"> • Identify important reform movements of the mid-nineteenth century. • Describe the role of women in the important reform movements of the mid-nineteenth century.