

EARLY HIGH SCHOOL 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

_____ Analyze how local, state, and national governments serve the purposes for which they were created.

_____ Summarize the historical development of rights and responsibilities contained within the Bill of Rights and later amendments to the U.S. Constitution.

_____ Analyze how public policy issues are influenced by government actions (e.g., transportation, the environment). **AG**

_____ Recognize the responsibilities of some of the departments and regulatory agencies of the federal government (e.g., the Treasury, NASA, EPA, FCC).

_____ Identify sources of revenue and funding used to support government services at the local, state, and national levels.

_____ Categorize major sources of revenue for local, state, and federal governments.

_____ Predict potential changes in contemporary interpretations of the Bill of Rights.

_____ Describe how various nations have pursued, established, and maintained democratic forms of government over time.

_____ Compare executive and legislative branches of our federal government with those of a parliamentary government (e.g., the United Kingdom).

_____ Categorize the similarities and differences among world political systems (e.g., democracy, socialism, communism). **AG**

_____ Analyze how cultural characteristics influence political practices (e.g., voting procedures, types of political campaigning).

_____ Compare the political parties found in the United States with those found in other democratic societies.

_____ Analyze voting patterns in local, state, or national elections.

- _____ Describe examples of individuals and groups whose volunteerism has benefited their local community, state, or nation. **AG**
- _____ Compare historical and contemporary principles and values that motivated people toward volunteerism in their community, state, and/or nation.
- _____ Define the concept "civic virtue."
- _____ Analyze the role of individuals, groups, and the media in shaping contemporary debate on local, state, and national government. **AG**
- _____ Evaluate editorial positions in the print or electronic media in terms of their strength, accuracy, and persuasive influence.
- _____ Evaluate influences upon elections (e.g., editorials, television and radio commercials, public opinion polls, web sites).
- _____ Trace the evolution of movements to secure rights (e.g., people with disabilities, ethnic groups, women).
- _____ Defend a position on a political issue related to current events or national policies.

UNITED STATES FOREIGN POLICY

- _____ Describe the development of the United States as world leader in international relations (e.g., finance, defense, trade). **AG**
- _____ Relate historical trends within the United States and the world that have influenced international relations (e.g., nationalism, revolutionary ideals).
- _____ Compare the conduct of different presidents in handling of similar diplomatic or foreign policy issues. **AG**
- _____ Summarize an historical event in which the United States played a significant role in the foreign policy of another nation or region (e.g., the Cold War policy of containment upon the Soviet Union and the region of Southeast Asia in the 1950s to 1970s).

U.S. POLITICAL IDEAS AND TRADITIONS

- _____ Describe significant historical events and processes that brought about changes in the political ideas and traditions of the United States (e.g., Civil War, the New Deal).
- _____ Trace the ideology, events, individuals, and groups that influenced the adoption of amendments to the U.S. Constitution.
- _____ Evaluate the effect an historic speech had in changing people's ideas about political involvement or their rights (e.g., John Kennedy's Inaugural Speech, "Ask not").

- _____ Hypothesize about the impact of the extension of greater voting rights through such steps as motor-voter registration, registration and voting over the Internet, etc.
- _____ Analyze the evolution of a particular political tradition that still influences modern political discourse.
- _____ Distinguish between the advantages and disadvantages of federal, confederate, and unitary systems of government found across the course of United States History within the United States.
- _____ Analyze the changing role of the judiciary in defining citizen's rights and responsibilities.
- _____ Describe the evolution of criminals and victims' rights within our judicial system.
- _____ Compare the narrative in a work of historical fiction with the narrative of the same event in a work by an historian.
- _____ Describe the value of interviewing a person who witnessed an event in the past.
- _____ Assess the value of an oral history account.
- _____ Explain why significant historical events have multiple causes.
- _____ Explain the reasons why historians working in different periods can arrive at different conclusions of the same event.
- _____ Defend an interpretation of a significant person or event using a variety of primary and secondary sources.
- _____ Compare/contrast the causes and effects of significant political events in a period of United States history. (US)
- _____ Summarize how principles of the United States Constitution were applied to resolve a political conflict (e.g., states rights, civil rights). (US)
- _____ Evaluate how the forces of cooperation and conflict have affected the development of representative democracy. (US)
- _____ Describe the significant political ideas that are rooted in the Renaissance and Enlightenment periods. (W)
- _____ Compare/contrast the development of democratic systems with other kinds of political systems. (W)
- _____ Analyze how the forces of cooperation and conflict affected a political system. (W)
- _____ Describe the effects of interdependence among nations during periods of world conflict (Napoleonic Wars, World Wars, Cold War). (W)

ECONOMICS

- _____ Analyze the differences between a market and command economy (i.e., private ownership, methods of allocation). **FCS, BU, AG**

- _____ Demonstrate how GDP can be used as a measurement of a country's economic growth or decline over time. **FCS, BU, AG**

- _____ Explain that a country's total output of goods and services can and does fluctuate from year to year. **FCS, BU, AG**

- _____ Identify the Consumer Price Index (CPI) as the most commonly used measure of price-level changes in the economy. **FCS, BU, AG**

- _____ Analyze the impact of inflation and deflation on lenders, savers, borrowers, people on fixed incomes, and on the economy as a whole. **FCS, BU, AG**

- _____ Analyze the factors that lead to different unemployment rates for various groups (e.g., different ethnic groups, income levels, gender, age, and regions of the country). **FCS, BU, AG**

- _____ Explain why the unemployment rate is an imperfect measure of unemployment in the economy. **FCS, BU, AG**

- _____ Identify the economic cost of unemployment. **FCS, BU, AG**

- _____ Define full employment. **FCS, BU, AG**

- _____ Describe various ways a consumer can pay for a good or service. **FCS, BU, AG**

- _____ Evaluate the costs and benefits of differing ways to pay for a variety of consumer purchases. **FCS, BU, AG**

- _____ Analyze the potential impact of current events on the price of consumer goods or services (e.g., new environmental regulations for automobiles; hurricanes and floods in agricultural areas). **FCS, BU, AG**

- _____ Predict the impact of changes in interest rates on business investment spending. **FCS, BU, AG**

- _____ Explain how policies that change interest rates can be used to affect the level of spending. **FCS, BU, AG**

- _____ Analyze how producers respond to incentives and allocate their scarce resources to maximize profits. **FCS, BU, AG**

- _____ Predict what goods and services might be in demand as a result of a specific political action or natural disaster. **FCS, BU, AG**
- _____ Explain how the pursuit of self-interest in competitive markets affects national economic well being. **FCS, BU, AG**
- _____ Demonstrate how increases in productivity result from advances in technology and other resources. **FCS, BU, AG**
- _____ Analyze the impact on the producer's level of competitiveness in the marketplace given examples of new products that resulted from technological changes. **FCS, BU, AG**
- _____ Analyze how the marketing of a new or improved product can create job opportunities as well as eliminate job opportunities. **FCS, BU, AG**
- _____ Analyze the impact entrepreneurs and their business or idea has on consumers and the economy. **FCS, BU, AG**
- _____ Define balance of trade. **FCS, BU, AG**
- _____ Analyze the impact of periods of trade surpluses and trade deficits in United States history. **FCS, BU, AG**
- _____ Define the exchange rate. **FCS, BU, AG**
- _____ Explain how the forces of supply and demand determine exchange rates. **FCS, BU, AG**
- _____ Calculate the prices of products for exchange of goods between two nations using current data. **FCS, BU, AG**
- _____ Analyze the impact on consumers and producers in both countries when the exchange rate for their currencies changes. **FCS, BU, AG**
- _____ Explain why comparative advantage changes over time. **BU, AG**
- _____ Explain how measures of productivity are used in producer decisions. **AG**
- _____ Analyze the relationship between standards of living and the productivity of labor. **FCS, BU, AG**
- _____ Identify ways in which the productivity of labor can be increased. **AG**
- _____ Analyze how increased productivity of labor benefits both employers and employees. **BU, AG**
- _____ Analyze the impact of increased wages (all other factors constant) on the supply and demand of labor. **FCS, BU, AG**

- _____ Analyze the relationship between incentives that reward innovation and investments and the rate of increase of productivity. **BU, AG**
- _____ Give examples of public goods and services that producers will not produce because they cannot be withheld from those who do not pay for it (e.g., roads, national defense, and environmental preservation). **FCS, BU, AG**
- _____ Evaluate what would happen if government did not intervene and produce public goods. **FCS, BU, AG**
- _____ Explain when (under what circumstances) and why markets do not allocate resources effectively. **FCS, BU, AG**
- _____ Provide examples of government responses that have had a positive or negative effect on society, the environment, or markets. **FCS, BU, AG**
- _____ Explain how technological development affects current and future consumption, production, and overall competitiveness in the marketplace. **FCS, BU, AG**
- _____ Explain how investing in new physical or human capital may increase future production and consumption. **FCS, BU, AG**
- _____ Identify monetary policy in the U.S. and explain who determines that policy. **FCS, BU, AG**
- _____ Identify fiscal policy in the U.S. and explain who determines that policy. **FCS, BU, AG**
- _____ Discuss the values and beliefs that fostered significant economic developments and institutions in the United States over time. (US) **AG**
- _____ Identify the causes and effects of significant economic legislation over time. (US) **FCS, BU, AG**
- _____ Analyze the economic impact of the westward expansion on families, communities, and the nation. (US) **AG**
- _____ Describe how individuals and groups such as industrialists and unions shaped American economic institutions during the 20th Century. (US) **AG**
- _____ Analyze the environmental, social, and political consequences that occurred in a region that experienced a significant change in the work force and a severe change in the availability of resources. (US) **AG**
- _____ Evaluate the economic impact and consequences of major cultural exchanges. (W) **AG**
- _____ Evaluate the consequences of capitalism, socialism, and communism upon the countries that have adopted them. (W)

_____ Analyze the economic impact of colonialism and imperialism around the world after 1500 CE. (W) *FCS, BU, AG*

_____ Describe the impact of major economists and their ideas (e.g., Adam Smith, Karl Marx, John Maynard Keynes). (W) *FCS, BU, AG*

_____ Describe the historical development of capitalism and other economic systems that developed in colonial empires after 1500. (W) *FCS, BU, AG*

CULTURE, SOCIAL SYSTEMS & SOCIAL HISTORY

_____ Identify examples of cultural diffusion throughout United States social history. (US)

_____ Compare and contrast how different groups of people reacted to diversity within their societies. (US)

_____ Compare and contrast the actions of political, social, and economic institutions before and after the abolition of slavery. (US)

_____ Appraise the long-term effects, including unintended consequences, on American society that occurred as a result of watershed events in American social history. (US)

_____ Analyze the social history aspects of significant events in world history since 1500 (e.g., colonization, Protestant Reformation, industrialization, rise of technology, human rights movement, Holocaust). (W)

_____ Describe the impact of cultural diffusion and cultural encounters upon the political, economic, and environmental aspects of different cultures. (W)

_____ Analyze the consequences of a world social issue on the political, economic, and environmental aspects of society. (W)

_____ Describe how different cultures are depicted in literature and the arts of the United States.

_____ Identify cultural traditions from other lands that have been integrated into American life.

_____ Analyze how various cultural groups have impacted the student's culture.

_____ Analyze the ways that conflicts can be resolved in a pluralistic society.

_____ Assess the impact of outside influences on a given culture (e.g., western music on Asian society).

_____ Give an example of a technological change creating cultural dissonance.

_____ Analyze the effectiveness of different types of institutions (e.g., educational, governmental, charitable) in meeting similar social needs.

_____ Compare the role and effectiveness of social institutions in other countries with those in the United States (e.g., schools, relief agencies).

_____ Distinguish between norms and mores.

_____ Explain likely consequences for nonconformity in a social group.

_____ Explain how the concept of gender is a social construct.

_____ Explain how race is a social construct.

_____ Explain how policymakers influence social and economic statuses (e.g., tax policy, child labor laws, suffrage).

_____ Identify historical examples of how different ideas about emotions, motivation, and personality have led to significant social change.

_____ Analyze the social effects of major cultural exchanges.

_____ Give examples of global communication and economic activity.

_____ Analyze the changing global perceptions of various social groups in the United States.

_____ Analyze how global communications have affected cultural exchanges in the contemporary world.

ENVIRONMENTAL HISTORY

_____ Describe how the rise of multinational economies has affected the environment of the United States since 1945. (US)

_____ Describe how military conflict in North America affected the environment, and assess the attendant human costs. (US)

_____ Identify the origins of significant environmental issues confronting the United States and North America. (US)

_____ Explain how an environmental issue confronting one region of the United States has affected the environment in other regions. (US) **AG**

_____ Describe how the rise of colonial powers affected the environment in colonial empires. (W)

_____ Describe how the rise of multinational economies has affected the environment in the post-colonial period. (W)

_____ Describe how military conflict affected the environment in Europe and Asia during the two world wars, and assess the attendant human costs. (W)

_____ Describe how military conflict affected the environment in Asia and Africa during the post-colonial period, and assess the attendant human costs. (W)

_____ Identify the origins and describe the development of significant environmental issues confronting Asia, Africa, South America, North America, Australia, and the arctic regions. (W) **AG**

_____ Analyze the relationship between the environmental and political causes of famines. (W) **AG**

GEOGRAPHY

_____ Determine approximate locations of places, both local and global, featured in a newspaper or television story. **AG**

_____ Evaluate the merits of using specific map projections for specific purposes (e.g., use of the Mercator projection for navigation and the Robinson projection for depicting aerial distributions).

_____ Identify the most appropriate maps and graphics in an atlas to answer specific questions about geographic issues (e.g., topography and transportation routes). **AG**

_____ Compare sketch maps or photos to determine why people perceive different places in Illinois, the United States, and the world in different ways.

_____ Explain the patterns of features associated with the margins of tectonic plates such as earthquake zones and volcanic activity (e.g., the Ring of Fire around the Pacific Ocean, the San Andreas fault in coastal California). **AG**

_____ Explain how erosional agents such as water and ice produce distinctive landforms (e.g., water and badlands, ice and glacial valleys, waves and sea cliffs).

_____ Compare the relationships among Earth's physical processes (e.g., the relationships between ocean currents, prevailing winds, and atmospheric pressure cells). **AG**

_____ Describe the ocean circulation system and the way it affects world climate patterns. **AG**

_____ Analyze major urban centers in the United States and the world to determine how migration of different ethnic groups has altered their population and functions.

_____ Explain the different land use areas within cities in Illinois and the United States (e.g., residential, commercial, recreational). **AG**

_____ Formulate a plan to prolong the use of nonrenewable resources such as petroleum and precious minerals. **AG**

- _____ Analyze urban disaster preparedness plans to determine similarities and differences in the ways cities prepare for different types of natural disasters (e.g., earthquakes in Tokyo, Japan; hurricanes in Charleston, SC).
- _____ Analyze a map showing the origin of products purchased by United States citizens (e.g., automobile, clothing, electronics). **AG**
- _____ Explain how human use of resources has changed over time and how these changes have affected settlement patterns (e.g., discovery of gold in California and Alaska). **AG**
- _____ Formulate generalizations about how technological developments have affected the quality of life in regions and nations throughout the world.
- _____ Analyze how the physical characteristics of places and regions have influenced the migration of people (e.g., Ice Age, Potato Famine, Dust Bowl).
- _____ Compare past and present types of settlements in the United States and other countries to determine similarities and differences (e.g., the colonial South of the United States vs. the colonial North settlement of Australia).