

LATE HIGH SCHOOL SOCIAL SCIENCE CHECKLIST

Goals 14 – 16

Illinois Learning Standards A – F

Assessment Frameworks

While ISBE is not currently assessing social science, many educators have requested copies of the framework for use in local school districts. Use as a curriculum guide.

U.S. GOVERNMENT

_____ Identify the significance of key Supreme Court decisions and how varying interpretations of the Constitution have defined, limited or expanded individual rights, as well as addressed the Constitutional principals of separation of powers and checks and balances, including: Marbury v. Madison, Dartmouth College v. Woodward, McCulloch v. Maryland, Brown v. Board of Education of Topeka, Baker v. Carr, and the United States v. Nixon.

_____ Distinguish between enumerated and implied powers in the U.S. and Illinois Constitutions.

_____ Understand the tensions within the U.S. constitutional democracy (e.g., majority role/individual rights; state/national authority; civil disobedience/rule of law; freedom of press/right to a fair trail; religion/government). Analyze the rights contained in the Bill of Rights and explain the process through which amendments are added to the Constitution.

_____ Understand the principles of religious liberty described in the Establishment and Free Exercise clauses of the First Amendment.

_____ Identify the “continuity and change” of the U.S. Constitution over time, and why one depends upon the other.

_____ Analyze the development of federal civil rights and voting rights, in terms of: key court cases and ballot initiatives: Dred Scott v. Sanford, Plessy v. Ferguson, Brown v. Board of Education, Regents of California v. Bakke, Zelman v. Ohio; key leaders: A. Philip Randolph, Martin Luther King, Malcolm X, Thurgood Marshall; Constitutional Amendments: 19th and 24th; 1965 Voting Rights Act and Fair Housing Act of 1968.

_____ Understand the growth of the United States government since the New Deal and explain how it has affected the political process over time.

POLITICAL SYSTEMS

- _____ Compare the American form of government to other forms of government, including: monarchy, oligarchy, theocracy, autocracy, totalitarianism of the Right and Left (e.g., Fascism, Nazism, Stalinism, and Maoism).
- _____ Compare the responsibilities of elected and appointed local, county and state officials to those elected and appointed to the federal branches, including: U.S. Senators, Members of Congress, U.S. President and Vice-President, and Chief Justice of the Supreme Court.
- _____ Analyze the role of appointed federal cabinet officials and the role of the federal government as it has evolved over time in U.S. History.
- _____ Understand major developments in the evolution of western political systems, including: Greek democracy, the Roman Republic, feudalism, monarchies, and the Magna Carta.

ELECTION PROCESS AND CITIZEN RESPONSIBILITIES

- _____ Analyze the development of federal civil and voting rights for citizens in Illinois, the U.S., including: the 19th and 24th amendments, the 1964 Civil Rights Act and the Voting Rights Act of 1965.
- _____ Identify the rights and obligations of citizenship in a representative democracy, with emphasis on participation in the political process through elections, political parties and interest groups.
- _____ Define immigration and emigration; explain the function of passports; and describe the rights and responsibilities of foreign travelers visiting in the U.S. and U.S. citizens traveling in other countries.
- _____ Identify presidential elections that were pivotal in the formation of modern political parties.

ROLES OF INDIVIDUALS AND INTEREST GROUPS

- _____ Identify the roles that elected officials, individuals, political parties, interest groups, the media and other non-governmental organizations play in shaping public opinion and public policy.
- _____ Analyze how individuals and groups use government and non-governmental systems to affect public policy, including print and non-print media, public opinion polls and public debates.

U.S. FOREIGN POLICY

- Identify the earliest U.S. statesmen and describe their roles in U.S. foreign policy during and immediately after the American Revolution, including: Benjamin Franklin (e.g., in securing military aid from the French); Thomas Jefferson and John Adams (e.g., in establishing the U.S. as a nation in the eyes of France and England, respectively).
- Identify and explain the powers that the U.S. Constitution gives to the President and Congress in the area of foreign policy.
- Identify the development of U.S. foreign policy from the American Revolution to the U.S. Civil War, including: Washington's Farewell Address, changing boundaries of the United States and relationships the country had with Mexico, Canada, and the European powers and how those relationships influence westward expansion; the influence of the Monroe Doctrine and its role in the development of early American foreign policy; major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties; the impact of the Louisiana Purchase (e.g., how and from whom the U.S. purchased the Louisiana Territory; its impact in terms of doubling the size of the nation, the use of the elastic clause, and impact on exploratory missions; the effect of the Louisiana Purchase on relations with external powers and Native Americans); foreign relations and significant military conflicts including the War of 1812 and the Mexican-American War.
- Understand federal and state policy toward Native Americans before the Civil War (e.g., the role of broken treaties and massacres; the resistance of Indian nations to encroachment and assimilation; the significance of the Trail of Tears, the Black Hawk and Seminole Wars, the Treaty of Dancing Rabbit Creek, and Andrew Jackson's defiance of the Supreme Court concerning Indian removal issues; the impact of the Indian Removal Act of 1830; the role of significant individuals during this period, including Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, John Marshall, and Sequoyah).
- Understand U.S. foreign policy during the Civil War, including its relationship with Great Britain.
- Understand significant events for Native American tribes after the Civil War and how they responded (e.g., changes in federal policy toward Native Americans; impact of the reservation system and land displacement; impact of new states, the Dawes Severalty Act, buffalo annihilation, and conflicts with the U.S. Army; attitudes and actions of government officials, the Army, missionaries, settlers, and the general public toward Native Americans; Native American responses to increased white settlement, mining activities, and railroad construction).

- _____ Understand the factors that influence U.S. expansionism after the Civil War (e.g., the debate between pro- and anti-imperialists over the Philippines; U.S. involvement in the Philippines, Guam, Cuba, and the Panama Canal; arguments to justify expansion and opposition to expansion; rationale for American imperialism and the resulting territorial expansion, including Social Darwinism, expanding capitalism, and global balances of power).
- _____ Identify various U.S. foreign policies in the early part of the 20th century (e.g., the U.S. role in the Panama Revolution and in the construction of the Panama Canal; the purpose and effects of the Open Door Policy; the impact of Roosevelt’s Big Stick Diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy; changes in foreign policy from isolationism to intervention; the declining role of Great Britain and expanding role of the U.S. in world affairs).
- _____ Understand U.S. policy of isolationism prior to World War I and the U.S. rationale for entering World War I.
- _____ Understand Woodrow Wilson’s Fourteen Points and analyze the reasons for the establishment and ultimate dissolution of the League of Nations.
- _____ Understand the U.S. decision to enter World War II, including the events leading up to the Japanese attack on Pearl Harbor.
- _____ Understand the aftermath of World War II and the polarization of the Allied powers into Eastern and Western blocs; describe the concept of “sphere of influence” and its relationship to postwar strategies of former Allied nations.
- _____ Understand the origins and foreign policy of the Cold War (e.g., origins of Cold War and advent of nuclear politics including nuclear weapons and the arms race; elements of communist containment policy; the impact of the Truman Doctrine and Marshall Plan in the post-World War II period; the expanding role and superpower status of the U.S. in world affairs after World War II; military conflicts in Korea, Vietnam, and the Middle East; evaluate Cold War foreign policy decisions, including the Berlin Blockade, the Bay of Pigs, and Cuban Missile Crisis; the development of alliances including NATO and SEATO; the concept of the Iron Curtain and Domino Theory; how the policies of the Cold War changed over time).
- _____ Understand some of the resources and methods available to the U.S. government in the implementation of foreign policy, including: economic aid or sanctions, military aid, humanitarian aid, treaties and military intervention.
- _____ Examine the influence on foreign policy exercised by business and labor organizations, interest groups, public opinion, ethnic and religious organizations.
- _____ Understand the origins and geopolitical consequences of the Cold War and containment policies, including: Era of McCarthyism and instances of domestic communism in the

U.S., Truman Doctrine, Berlin Blockade, Korean War, Bay of Pigs, and the Cuban Missile Crisis, atomic testing in the U.S.

_____ Understand the significance of Nixon’s foreign policies with particular emphasis on the end of the Vietnam War and the establishment of relations with China.

_____ Understand the origins and effects of the oil crisis of the 1970s within the overall context of Carter’s foreign policies.

_____ Analyze the roles played by Ronald Regan, Margaret Thatcher and Pope John Paul II in the ending of the Cold War.

_____ Understand the development of U.S. foreign policy toward Middle Eastern nations since World War II and define U.S. strategic, political and economical interests in the region.

U.S. POLITICAL IDEAS AND TRADITIONS

_____ Identify the roots of American representative democracy in earlier political traditions, including: the principles of democracy developed by Ancient Greeks, the Roman Republic, the concept of courts and justice from Henry II in England, the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

_____ Identify the roots of American representative democracy in the works of Enlightenment thinkers, including Hobbes, Locke and Montesquieu.

_____ Analyze significant works of American letters for their historical, literary and political import, including: the Declaration of Independence, Virginia Statute of Religious Freedom, U.S. Constitution, Federalist Papers, Washington’s Farewell Address, Jefferson’s First Inaugural Address, de Tocqueville’s Democracy in America, Lincoln’s Gettysburg Address, Lincoln’s Second Inaugural Address, Roosevelt’s “Four Freedoms,” Kennedy’s Inaugural Speech, Martin Luther King’s “I Have a Dream,” and Ronald Regan’s speech at Moscow State University.

ILLINOIS POLITICAL SYSTEMS

_____ Understand and analyze how Illinois government serves the purposes of the public good for which it was created.

_____ Identify the rights and responsibilities of citizens and voters in Illinois.

_____ Understand major changes in Illinois political ideas and practices from 1818 to the 21st century.

ECONOMIC SYSTEMS

- _____ Analyze the relationship between productivity and wages.
- _____ Define GDP, GNP, CIP, economic growth, recession, and depression.
- _____ Define and analyze the effects of inflation, deflation, and unemployment on the economy.
- _____ Identify the ways in which the availability of jobs may be dependent on the supply of natural resources.
- _____ Identify how a market economy answers the following questions: What to produce? How to produce? For whom to produce?
- _____ Understand the influence of individual entrepreneurs and groups, such as industrialists and labor unions, that have shaped U.S. economic institutions during the 20th century.

SCARCITY AND CONSUMERS

- _____ Understand how the change in price of one good or service can lead to changes in prices of other goods and services in a market economy.
- _____ Identify how prices help allocate scarce goods and services in a market economy.
- _____ Identify how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits.
- _____ Identify how people or communities weigh costs and benefits of alternatives when making a choice and that opportunity costs are those benefits that are given up when a choice is made.

SCARCITY AND PRODUCERS

- _____ Understand the characteristics that distinguish perfect competition, monopolistic competition, oligopoly and monopoly.
- _____ Evaluate the importance of private ownership of productive resources in a market economy.
- _____ Define the concept of specialization and comparative advantage and describe their effects on productivity.

_____ Distinguish between absolute and comparative advantage and explain how most trade occurs because of comparative advantage in the production of a particular good or service.

TRADE

_____ Analyze the impact on consumers and producers of government regulation and intervention in the marketplace.

_____ Define balance of trade, trade deficit, and trade surplus.

_____ Identify the effects of currency exchange rates and their fluctuations on international trade.

_____ Identify how financial markets, such as the stock market, channel funds from savers to investors.

_____ Understand the business cycles.

GOVERNMENT AND THE ECONOMY

_____ Identify the role of the Federal Reserve and the effect of interest rates on business investment spending and productivity.

_____ Identify an example of when the U.S. government has intervened in the market economy, and provide reasons for that intervention.

_____ Distinguish between public goods and services and private goods and services.

_____ Define proportional, progressive and regressive taxes and evaluate the efficiency of each kind of tax.

_____ Define a government “bailout.”

_____ Identify how government intervention with market prices can cause shortages or surpluses of a good or service, including minimum wage policies, rent freezes, and farm subsidies.

_____ Understand the economic changes that led to or resulted from turning points in world economic history after 500 A.D., including: feudalism, the agricultural revolution, industrial revolution, capitalism, and the rise of information technology.

_____ Understand the establishment of the United Nations, International Monetary Fund, World Bank, GATT and their role in shaping and maintaining international economies and order since World War II.

_____ Understand the significance of watershed U.S. economic policies, including: the gold standard, minimum wage legislation, federal banking system, and NAFTA.

_____ Understand the growth and development of industrial capitalism as the dominant economic model for the world.

_____ Analyze the ways in which significant historical events and innovations have influenced the development of the U.S. economic system, including: the abolition of slavery, the railroad, industrialization, anti-trust regulation, immigration, automobile/production line, the rise of labor unions, the Great Depression, space travel, the computer, and the rise of information technology.

_____ Assess the role of the federal government in shaping the U.S. economic system throughout history.

ILLINOIS ECONOMIC SYSTEMS

_____ Identify or explain how prices can affect Illinois corn, auto, and technology sales.

_____ Identify the costs of purchasing on credit in Illinois.

_____ Identify or explain the effects of choice and competition on the Illinois economy.

_____ Identify and explain how taxes, contracts, and laws can support economic growth in Illinois.

_____ Analyze Illinois' level of scientific and technological resources in relation to its balance of trade.

HISTORICAL ANALYSIS AND INTERPRETATION

_____ Make connections between historical and current events; verify with supporting details/facts.

_____ Evaluate the credibility of primary and secondary resources.

_____ Interpret historical models or quantitative data in charts, tables, graphs and diagrams as evidence to assist in identifying historical patterns and developing interpretations.

_____ Compare historical arguments, adjudicating between conflicting interpretations of historical events by evaluating the credibility and effectiveness of a historian's argument, including the quality of evidence cited.

_____ Identify the reasons why historians working in different time periods can arrive at different conclusions about the same event.

U.S. HISTORY

- _____ Understand elements of African slavery during the colonial period in North America (e.g., the introduction and institutionalization of slavery in the colonies; responses of slaves to their condition; African slave culture, including food, shelter, recreation, and education; the impact of slavery on colonial life, including the slave trade, the Middle Passage, and the Southern Plantation system; how slavery reshaped European and African life in the Americas).
- _____ Understand the importance of the establishment of political and social institutions in the American colonies, in a new context (i.e., separated from European rank, state, and religious hierarchies).
- _____ Understand the importance of indentured status (e.g., that is resulted in land and/or money at the end of the service and its relationship to ongoing immigration and individuals' economic independence).
- _____ Understand interactions among Native Americans and various settlers in the North American colonies (e.g., cooperation and exchange in terms of agriculture, the fur trade, military alliances, and cultural interchange between settlers and Native tribes; conflicts, including the King Philip's War, the Pequot War, and the Powhatan Wars; rival alliances among the Huron and French and the British and Iroquois; the impact of European settlement from the perspective of Europeans and Native societies).
- _____ Understand characteristics of conflict among colonists and between the English colonies and other European powers in the early settlement period (e.g., causes and effects of the Seven years War; characteristics of class conflict, rural versus settled, and home rule versus colonial rule in the colonies; economic, ideological, religious, and nationalist forces that influenced competition among the English, French, Spanish, Dutch, and Native Americans for control of North America).
- _____ Identify the influence of Enlightenment ideas on the development of colonial society (e.g., impact of Enlightenment on the rise of democratic ideas and the founding of the nation; role of Enlightenment in the development of colonial intellectual and religious thought.)
- _____ Identify and describe the ideas and events that contributed to the outbreak of the American Revolution and the earliest armed conflict of the Revolutionary War (e.g., British policies, including the Stamp Act, Writs of Assistance, Intolerable Acts, and "taxation without representation"; colonial reactions to British policy, including the Boston Massacre, Boston Tea Party, and Sons of Liberty; efforts of groups to mobilize support for independence from England; the battles of Lexington and Concord; significance of the first and second Continental Congress and the Committees of Correspondence).

- _____ Understand the major developments and chronology of the Revolutionary War and the roles of its political, military, and diplomatic leaders (e.g., roles of American and British leaders and Indian alliances on both sides; major turning points of the war including aid from France; key battles, military turning points, and strategic decisions in the Revolutionary war including those made at Saratoga; the Treaty of Paris; the impact of the war on the home front; significant individuals such as King George III, George Washington, Thomas Jefferson, Patrick Henry, John Adams, and Benjamin Franklin; factors that led to the American victory in the Revolutionary War).
- _____ Understand the national government under the Articles of Confederation (e.g., the success of the Articles of Confederation in implementing the ideas of the Declaration of Independence; the ideas of the Articles of the Confederation; factors that contributed to the failure of the Articles such as individual currencies, inability to tax, and unwillingness to help the Continental Army).
- _____ Understand the events and outcomes of the Constitutional Convention (e.g., debates of the Convention and how they were resolved; participants and the role of compromise in the creation of the United States Constitution, including the Virginia Plan, the New Jersey Plan, Great Compromise, and the 3/5 Compromise; the role of the Constitutional Convention in forming a new government; creation of new Constitution of 1787 and struggles over ratification).
- _____ Identify the policy significance of famous speeches of the new nation, including: Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, and John Quincy Adam’s Fourth of July 1821 Address.
- _____ Understand the impact of land policies of the new nation (e.g., the significance of the Northwest Ordinance of 1787; how land policies impacted Native American tribes; land ordinances of 1785 and 1787 that privatized natural resources and transferred federally owned lands into private holdings, townships, and states.)
- _____ Understand political and social changes associated with the administration of Andrew Jackson (e.g., examples of Jacksonian democracy including the “spoils system,” Jackson’s interest in providing the “common man” with opportunities to serve in the government, the expansion of suffrage, opposition to the Bank of the United States, the Nullification Crisis, and the depression of the 1830s).
- _____ Understanding physical changes resulting from the territorial expansion of the United States before the Civil War (e.g., how and from whom the U.S. acquired Florida, Texas, Oregon, California, the Northwest Territory, the Louisiana Territory, and the Gadsden Purchase; the locations of states and territories in 1850 and their mountain ranges and principal rivers; the role of the concept of Manifest Destiny in westward expansion).
- _____ Understand the significance of exploratory missions of the trans-Mississippi West before the Civil War (e.g., how geography and economics incentives influenced early

American explorations; characteristics and contributions of early exploratory missions of Lewis and Clark, Zebulon Pike, and John Fremont).

_____ Understand the causes and identify the impact of the War of 1812 (e.g., political and economic causes of the war; political interests and views regarding the war; the role of the War Hawks; the burning of Washington D.C.; significant leaders and battles, including Fort McHenry, the Battle of Horseshoe Bend, and the Battle of New Orleans; political causes and effects of the war including relationships with Native Americans; economic elements including the Embargo Act and economic depression; events that lead to final peace).

_____ Understand the causes and long-term effects of the Mexican-American war (e.g., the impact of the concept of Manifest Destiny on the war; land acquisition through treaties associated with the war; the role of the Mexican-American War in sectional division of the nation; the territorial settlements, the aftermath of the war; and the effects of the war on Americans).

_____ Identify women's rights and suffrage movements in antebellum American (e.g., the Seneca Falls "Declaration of Sentiments" of 1848; biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, and Susan B. Anthony; the importance of the cult of domesticity.)

_____ Understand the major characteristics of the abolition movement in the antebellum period (e.g., the struggle between proponents and opponents of slavery and the institution of slavery; leaders of the abolition movement, including Frederick Douglass, Harriet Beecher Stowe, and the Grimké Sisters; the role of Quakers in the abolition movement; the importance of Harriet Tubman and the Underground Railroad.)