

FLORIDA SOCIAL STUDIES STANDARDS: GRADE 7

INSTRUCTIONS: At the end of your final 180 days of teaching, complete this checklist indicating a **mastered skill** by circling **M** or circle **W** for a **skill you are working on**. If you find a **skill you are not ready to tackle**, circle **NA**. Submit this checklist with a completed a Private School Covering Semester Report available at <http://www.mycca.org/updates.htm>. Completed checklists for subjects that students are taking through CCA group classes are not required.

Time, Continuity, and Change [History]

Standard 1: The student understands historical chronology and the historical perspective.

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| M | W | NA | understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. |
| M | W | NA | knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs. |
| M | W | NA | knows how to impose temporal structure on historical narratives. |

Standard 2: The student understands the world from its beginnings to the time of the Renaissance.

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| M | W | NA | understands how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration). |
| M | W | NA | knows how major historical developments have had an impact on the development of civilizations. |
| M | W | NA | understands important technological developments and how they influenced human society. |
| M | W | NA | understands the impact of geographical factors on the historical development of civilizations. |
| M | W | NA | knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations). |
| M | W | NA | knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers). |
| M | W | NA | knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance). |
| M | W | NA | knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations. |

Standard 3: The student understands Western and Eastern civilization since the Renaissance.

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| M | W | NA | understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors). |
| M | W | NA | understands the historical events that have shaped the development of cultures throughout the world. |
| M | W | NA | knows how physical and human geographic factors have influenced major historical events and movements. |
| M | W | NA | knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance. |
| M | W | NA | understands the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems and religious institutions). |

Standard 4: The student understands U.S. history to 1880.

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| M | W | NA | knows the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply). |
| M | W | NA | knows the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War). |
| M | W | NA | understands the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880. |
| M | W | NA | understands how state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest). |

Standard 5: The student understands U.S. history from 1880 to the present day.

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| M | W | NA | understands the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization). |
| M | W | NA | understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880. |
| M | W | NA | knows the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as industrialization; consequences such as poor living conditions in cities and employment conditions). |

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Standard 6: The student understands the history of Florida and its people.

M	W	NA	understands how immigration and settlement patterns have shaped the history of Florida.
M	W	NA	knows the unique geographic and demographic characteristics that define Florida as a region.
M	W	NA	knows how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
M	W	NA	understands how the interactions of societies and cultures have influenced Florida's history.
M	W	NA	understands how Florida has allocated and used resources and the consequences of those economic decisions.

People, Places, and Environments [Geography]

Standard 1: The student understands the world in spatial terms.

M	W	NA	uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
M	W	NA	uses mental maps to organize information about people, places, and environments.
M	W	NA	knows the social, political, and economic divisions on Earth's surface.
M	W	NA	understands how factors such as culture and technology influence the perception of places and regions.
M	W	NA	knows ways in which the spatial organization of a society changes over time.
M	W	NA	understands ways in which regional systems are interconnected.
M	W	NA	understands the spatial aspects of communication and transportation systems.

Standard 2: The student understands the interactions of people and the physical environment.

M	W	NA	understands the patterns and processes of migration and diffusion throughout the world.
M	W	NA	knows the human and physical characteristics of different places in the world and how these characteristics change over time.
M	W	NA	understands how cultures differ in their use of similar environments and resources.
M	W	NA	understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.
M	W	NA	understands the geographical factors that affect the cohesiveness and integration of countries.
M	W	NA	understands the environmental consequences of people changing the physical environment in various world locations.
M	W	NA	knows how various human systems throughout the world have developed in response to conditions in the physical environment.
M	W	NA	knows world patterns of resource distribution and utilization.
M	W	NA	understands how the interaction between physical and human systems affects current conditions on Earth.

Government and the Citizen [Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

M	W	NA	knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.
M	W	NA	understands major ideas about why government is necessary and the purposes government should serve.
M	W	NA	understands how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).
M	W	NA	knows the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).
M	W	NA	knows the major responsibilities of his or her state and local governments and understands the organization of his or her state and local governments.
M	W	NA	understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.

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Standard 2: The student understands the role of the citizen in American democracy.

M	W	NA	understands the history of the rights, liberties, and obligations of citizenship in the United States.
M	W	NA	understands that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).
M	W	NA	understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a clear and present danger exists and whether national security is at risk).
M	W	NA	understands what constitutes personal, political, and economic rights and the major documentary sources of these rights.
M	W	NA	understands how he or she can contact his or her representatives and why it is important to do so and knows which level of government he or she should contact to express his or her opinions or to get help on a specific problem.
M	W	NA	understands the importance of participation in community service, civic improvement, and political activities.
M	W	NA	understands current issues involving rights that affect local, national, or international political, social, and economic systems.

Economics

Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources.

M	W	NA	knows the options and resources that are available for consumer protection.
M	W	NA	understands the advantages and disadvantages of various kinds of credit (e.g., credit cards, bank loans, or financing with no payment for six months).
M	W	NA	understands the variety of factors necessary to consider when making wise consumer decisions.

Standard 2: The student understands the characteristics of different economic systems and institutions.

M	W	NA	understands how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.
M	W	NA	understands that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them?
M	W	NA	knows the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).