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**Coal City Unit District #1  
Seventh Grade  
Social Studies Curriculum**

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- SS.7:1      Students will demonstrate an understanding of using inquiry skills by critiquing the structure and credibility of arguments and explanations, and assessing actions to solve problems. (SS.IS 1-8)**
- SS.7:1-1      Create essential questions to help guide inquiry about a topic.
- SS.7:1-2      Ask essential and focusing questions that will lead to independent research.
- SS.7:1-3      Determine sources representing multiple points of view that will assist in organizing a research plan.
- SS.7:1-4      Gather relevant information from credible sources and determine whether they support each other.
- SS.7:1-5      Develop claims and counterclaims while pointing out the strengths and limitations of both.
- SS.7:1-6      Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.
- SS.7:1-7      Critique the structure and credibility of arguments and explanations (self and others).
- SS.7:1-8      Assess individual and collective capacities to take action to address problems and identify potential outcomes.
- SS.7:1-9      Determine if a statement is a fact or an opinion.
- SS.7:1-10      Determine if a statement has a source or no source.
- SS.7:1-11      Identify plagiarism and how to avoid it.

**SS.7:2 Students will demonstrate an understanding of civics and political systems, processes, and laws with an emphasis on the United States. (SS.Civ 1-6)**

- SS.7:2-1 Evaluate the powers and responsibilities of citizens, political parties, interest groups, and media.
- SS.7:2-2 Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
- SS.7:2-3 Compare the means by which individuals and groups change societies, promote the common good, and protect rights.
- SS.7:2-4 Analyze ideas and principles contained in the U.S. Constitution and Declaration of Independence and explain how they influence the social and political system.
- SS.7:2-5 Apply civic virtues and democratic principles in school and community settings.
- SS.7:2-6 Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.
- SS.7:2-7 Recall basic facts about government, the U.S. Constitution and Declaration of Independence.

**SS.7:3 Students will demonstrate an understanding of geographic representations of human-environment interactions, human population, and global interconnections. (SS.Geo 1-4)**

- SS.7:3-1 Construct different representations to explain the spatial patterns of cultural and environmental characteristics.
- SS.7:3-2 Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- SS.7:3-3 Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
- SS.7:3-4 Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.
- SS.7:3-5 Identify the continents, oceans, major lines of latitude and longitude, and the major climate zones on a map.
- SS.7:3-6 Locate a place using latitude and longitude.

**SS.7:4 Students will demonstrate an understanding of economic decision making, exchanges and markets, and the National and Global Economy.**

- SS.7:4-1 Explain external benefits and costs influence choices.
- SS.7:4-2 Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.
- SS.7:4-3 Explain barriers to trade and how those barriers influence trade among nations.
- SS.7:4-4 Distinguish the major economic systems of the world.
- SS.7:4-5 Recall basic economic terms.

**SS.7:4.FL Students will demonstrate knowledge of financial literacy with a focus on the fundamentals of personal budgeting, credit, and investing. (SS.FL.1-2)**

- SS.7:4.FL-1 Analyze the relationship between skills, education, jobs, and income.
- SS.7:4.FL-2 Identify how people choose to buy goods and services while still maintaining a budget based on income.
- SS.7:4.FL-3 Describe the connection between credit, credit options, interest and credit history.
- SS.7:4.FL-4 Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.
- SS.7:4.FL-5 Explain the correlation between investors, investment options (and associated risks), and income/wealth.
- SS.7:4.FL-6 Analyze the relationship between financial risks and protection, insurance and costs.

**SS.7:5 Students will demonstrate an understanding of historical perspectives, historical change and continuity, and historical causation and argumentation while evaluating historical sources and evidence. (SS.His.1-4)**

- SS.7:5-1 Analyze connections among events and developments in broader historical contexts.
- SS.7:5-2 Analyze multiple factors that influenced the perspectives of people during different historical eras.
- SS.7:5-3 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- SS.7:5-4 Compare the central historical arguments in secondary works across multiple media.
- SS.7:5-5 Identify key historical events, people, and places in U.S. history.