

7th Grade Social Studies

Grade	Standard	Benchmark	Know/Appl	Indicator	Sub-Ind.	Assessed	US or World	Fin. Lit.	Opt. C.R.						
										(Non-Assessed Indicators)	Date		% Prof(+)		Comments
										▲ (Assessed Indicators)	Date	% Prof(+)	Date	% Prof(+)	
7	CG	1	K	1						understands the difference between criminal and civil law as it applies to individual <i>citizens</i> (e.g., criminal: felony, misdemeanor, crimes against people, crimes against property, white-collar crimes, victimless crimes; civil: contracts, property settlements, child custody).					
7	CG	1	A	2		▲				compares how juveniles and adults are treated differently under law (e.g., due process, trial, age restrictions, punishment, rehabilitation, <i>diversion</i> ).					
7	CG	1	A	3						evaluates the importance of the <i>rule of law</i> in protecting individual <i>rights</i> and promoting the <i>common good</i> .					
7	CG	2	K	1		▲				defines the <i>rights</i> guaranteed, granted, and protected by the Kansas <i>Constitution</i> and its amendments.					
7	CG	3	K	1						explains the three branches of Kansas <i>government</i> .					
7	CG	3	K	2						explains how <i>authority</i> and <i>responsibility</i> are balanced and divided between national and state governments in a federal system (e.g., federal: postage regulation, coinage of money, federal highways, national defense; state: state highways, state parks, education).					
7	CG	3	K	3						explains why separation of powers and a system of checks and balances are important to limit <i>government</i> .					
7	CG	3	K	4						describes how <i>citizens</i> , legislators, and interest groups are involved in a <i>bill</i> becoming a law at the state level.					
7	CG	4	A	1						designs, researches and completes a civic project related to a public issue at the state or local level (e.g., designs and carries out a civic-oriented project).					
7	CG	4	K	2						knows various procedures for contacting appropriate representatives for the purpose of expressing ideas or asking for help at the state or local level (e.g., public hearing, open meeting, phone, email, letter, personal interview).					
7	CG	5	K	1						recognizes that cities are formed through a process of <i>incorporation</i> , establishing boundaries, creating a <i>government</i> , levying taxes.					
7	CG	5	K	2						identifies the types of local <i>government</i> (e.g., cities, townships, counties)					
7	CG	5	K	3		▲				identifies the <i>goods</i> and <i>services</i> provided by local government in the <i>community</i> (e.g., education, health agency, fire department, police, care for local community property, parks and recreation).					

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7	CG	5	A	4						researches the roles of people who make up local government (e.g., police, mayor/city manager, county commissioner, city council members, school board members).					
7	CG	5	K	5						understands the role of school boards.					
7	E	1	K	1						identifies substitutes and complements for selected goods and services (e.g., substitutes: sod houses vs. wood houses, wagons vs. railroads; complements: trains and rails, wagons and wheels).					
7	E	1	K	2						explains that how people choose to use resources has both present and future consequences.					
7	E	2	A	1				\$		analyzes the impact of inflation or deflation on the value of money and people's purchasing power (e.g., cattle towns, mining towns, time of "boom", time of depression).					
7	E	3	A	1		▲				describes examples of factors that might influence international trade (e.g., United States economic sanctions, weather, exchange rates, war, boycotts, embargos).					
7	E	3	K	2						explains the costs and benefits of trade between people across nations (e.g., job loss vs. cheaper prices, environmental costs vs. wider selection of goods and services).					
7	E	3	A	3						gives examples of factors that might influence international trade (e.g., United States economic sanctions, weather, exchange rate, war, boycotts, embargos).					
7	E	3	A	4						gives examples of how tariffs, quotas, and other trade barriers affect consumers and the prices of goods (e.g., a country fearful of purchasing Kansas beef for fear of disease, tariffs on Kansas wheat).					
7	E	4	K	1						identifies goods and services provided by local, state, and national governments (e.g., transportation, education, defense).					
7	E	4	A	2						examines relationship between local and state revenues and expenditures (e.g., school bonds, sales tax, property tax, teacher salaries, curbs and gutters, police force).					
7	E	5	A	1		▲		\$		compares the benefits and costs of spending, saving, or borrowing decisions based on information about products and services.					
7	E	5	K	2						explains how an individual's income will differ in the labor market depending on supply of and demand for his/her human capital (e.g., skills, abilities, and/or education level).					
7	G	1	K	1						locates major political and physical features of Earth from memory and describes the relative location of those features (e.g., see Appendix 2 for list of items).					

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7	G	1	A	2						develops and uses different kinds of maps, globes, graphs, charts, <i>databases</i> , and models.					
7	G	1	A	3						uses <i>mental maps</i> of Kansas to answer questions about the <i>location</i> of physical and human features (e.g., drier in the West; major rivers; population centers; major cities: Topeka, Wichita, Hays, Dodge City, Kansas City; major interstates and highways: I-70, US 56).					
7	G	1	A	4						selects and explains reasons for using different <i>geographic tools</i> , graphic representation, and/or technologies to analyze selected geographic problems (e.g., <i>map projections</i> , aerial photographs, <i>satellite images</i> , <i>geographic information systems</i> ).					
7	G	1	A	5						uses geographic tools, graphic representation, and/or technologies to pose and answer questions about past and present <i>spatial distributions</i> and patterns (e.g., mountain ranges, river systems, field patterns, <i>settlements</i> , <i>transportation routes</i> ).					
7	G	2	A	1						identifies and compares the physical characteristics of world <i>regions</i> (e.g., <i>locations</i> , landscape, climate, vegetation, <i>resources</i> ).					
7	G	2	A	2						identifies and compares the human characteristics of world regions (e.g., people, <i>religion</i> , language, customs, <i>government</i> , agriculture, industry, architecture, arts, education).					
7	G	2	K	3						identifies and explains how Kansas, United States, and world regions are interdependent (e.g., through <i>trade</i> , <i>diffusion</i> of ideas, human <i>migration</i> , <i>international conflicts</i> and cooperation).					
7	G	2	K	4					▲	identifies the various physical and human criteria that can be used to define a region (e.g., physical: mountain, coastal, climate; human: religion, ethnicity, language, economic, government).					
7	G	2	K	5						identifies ways <i>technology</i> or <i>culture</i> has influenced regions (e.g., perceptions of resource availability, dominance of specific regions, economic development).					
7	G	2	A	6						explains the effects of a label on the image of a region (e.g., Tornado Alley, Sun Belt, The Great “American” Desert).					
7	G	3	K	1						explains how earth-sun relationships affect earth’s <i>physical processes</i> and create physical patterns (e.g., latitude regions, climate <i>regions</i> , distribution of solar energy, ocean currents).					
7	G	3	K	2						explains patterns in the physical environment in terms of <i>physical processes</i> (e.g., tectonic plates, <i>glaciation</i> , erosion and deposition, <i>hydrologic cycle</i> , ocean and atmospheric circulation).					

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7	G	3	K	3							describes the characteristics of ecosystems in terms of their <i>biodiversity</i> (e.g., biodiversity: food chains, plant and animal communities; ecosystems: grasslands, temperate forests, tropical rainforests, deserts, tundra, wetlands, and marine environments).				
7	G	3	K	4							explains the challenges faced by ecosystems (e.g., effects of shifting cultivation, contamination of coastal waters, rainforest destruction, desertification, deforestation, overpopulation, natural disasters).				
7	G	4	A	1							describes and analyzes population characteristics through the use of demographic concepts (e.g., <i>population pyramids</i> , birth/death rates, population growth rates, <i>migration patterns</i> ).				
7	G	4	K	2							explains how the spread of cultural elements results in distinctive <i>cultural landscapes</i> (e.g., <i>religion</i> , language, customs, ethnic neighborhoods, foods).				
7	G	4	K	3		▲					identifies the geographic factors that influence world <i>trade</i> and <i>interdependence</i> (e.g., <i>location</i> advantage, <i>resource distribution</i> , labor cost, <i>technology</i> , trade networks and organizations).				
7	G	5	K	1		▲					identifies ways in which technologies have modified the physical environment of various world <i>cultures</i> (e.g., dams, levees, aqueducts, irrigation, roads, bridges, plow).				
7	G	5	K	2							describes the consequences of having or not having particular <i>resources</i> (e.g., resource movement and <i>consumption</i> , relationship between access to resources and living standards, relationship between competition for resources and world conflicts).				
7	H	1	A	1							compares and contrasts nomadic and sedentary tribes in Kansas (e.g., food, housing, art, customs).				
7	H	1	A	2							describes the social and economic impact of Spanish, French and American explorers and traders on the Indian tribes in Kansas.				
7	H	1	K	3							explains how Stephen H. Long's classification of Kansas as the "Great American Desert" influenced later United States <i>government</i> policy on American Indian relocation.				
7	H	1	A	4		▲					analyzes the impact of the Indian Removal Act of 1830 on the way of life for <i>emigrant</i> Indian tribes relocated to Kansas (e.g., loss of land and customary <i>resources</i> , disease and starvation, assimilation, inter-tribal conflict).				

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7	H	1	K	5						describes the role of early Kansas forts in carrying out the United States government's policies in regards to relocated Indian tribes and travel on the Santa Fe and Oregon-California trails (e.g., Fort Leavenworth, Fort Scott, Fort Larned, and Fort Riley).				
7	H	2	A	1						describes the concept of popular <i>sovereignty</i> under the Kansas-Nebraska Act and its impact on developing a state <i>constitution</i> .				
7	H	2	K	2		▲				describes how the dispute over slavery shaped life in Kansas Territory (e.g., border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free-staters, abolitionists).				
7	H	2	A	3						analyzes the importance of "Bleeding Kansas" to the rest of the United States in the years leading up to the Civil War (e.g., national media attention, caning of Senator Charles Sumner, Emigrant Aid Societies, Beecher Bible and Rifle Colony, poems of John Greenleaf Whittier, John Brown).				
7	H	2	K	4						describes the role of important individuals during the territorial period (e.g., Charles Robinson, James Lane, John Brown, Clarina Nichols, Samuel Jones, David Atchison, Andrew H. Reeder).				
7	H	2	A	5						analyzes the Wyandotte Constitution with respect to the civil <i>rights</i> of women and African Americans.				
7	H	2	K	6						describes important events in Kansas during the Civil War (e.g., Quantrill's Raid on Lawrence, the Battle of Mine Creek, recruitment of volunteer regiments).				
7	H	3	K	1		▲				describes the reasons for tension between the American Indians and the United States <i>government</i> over land in Kansas (e.g., encroachment on Indian lands, <i>depletion</i> of the buffalo and other <i>natural resources</i> , the Sand Creek massacre, broken promises).				
7	H	3	K	2						describes the United States government's purpose for establishing frontier military forts in Kansas (e.g., protection of people, land, <i>resources</i> ).				
7	H	3	A	3						determines the significance of the cattle drives in post-Civil War Kansas and their impact on the American identity (e.g., Chisholm Trail, cowboys, cattle towns).				
7	H	3	A	4						traces the <i>migration</i> patterns of at least one European <i>ethnic group</i> to Kansas (e.g., English, French, Germans, German-Russians, Swedes).				

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7	H	3	K	5		▲				describes the reasons for the Exoduster movement from the South to Kansas (e.g., relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin "Pap" Singleton).					
7	H	3	K	6						explains the impact of government policies and the expansion of the railroad on settlement and town development (e.g., preemption, Homestead Act, Timber Claim Act, railroad lands).					
7	H	3	A	7						uses <i>primary source</i> documents to determine the challenges faced by settlers and their means of adaptations (e.g., drought, <i>depression</i> , grasshoppers, lack of some natural resources, isolation).					
7	H	4	A	1						describes the <i>movement</i> for women's suffrage and its effect on Kansas politics (e.g., the fight for universal suffrage, impact of women on local elections).					
7	H	4	K	2		▲				describes the development of Populism in Kansas (e.g., disillusionment with big Eastern business, railroads, <i>government</i> corruption, high <i>debts</i> and low prices for farmers).					
7	H	4	K	3						explains the accomplishments of the Progressive movement in Kansas (e.g. election and government reforms, labor reforms, public health campaigns, regulation of some businesses).					