

Teacher Wraparound Edition



Illinois
Edition

The **American Journey**

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Glencoe



Correlation to the Illinois Learning Standards for Social Sciences

Standards	Student Edition Pages	Teacher Edition Pages
STATE GOAL 14: Understand political systems, with an emphasis on the United States.		
14A. Understand and explain basic Principles of the United States government.	186, 252, 264	185, 206
14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.	206, 207, 215-220, 221-225, 226-228, 266, 267, 270, 279, 322, 323, 324, 796, 798	IL28-IL33, IL85-IL88, 187, 188, 206, 279, 324, 327
14B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	215-220, 221-225, 226-228, 276, 842	IL28-IL33, 185, 190, 200, 204, 208, 210, 340
14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.	215-220	IL28-IL33, IL85-IL88, 188
14C. Understand election processes and responsibilities of citizens.	226-228, 336, 348, 456	IL28-IL33, IL85-IL88, 60, 198, 339, 751
14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.	99, 100, 101, 103, 122, 124, 125, 142, 152, 201, 449, 450, 451, 453, 454, 455, 486, 487, 493, 495, 496, 497, 522, 524, 539, 540, 727, 745, 746, 747, 874-879, 894-898, 990-997	122, 124, 255, 424, 426, 427, 428, 434, 435, 436, 437, 438, 449, 453, 456, 458, 459, 460, 461, 745, 886, 897, 898
14D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	226-228, 320, 804, 910, 918	IL28-IL33, IL85-IL88, 200, 251, 264, 265, 266, 270, 271, 353, 643
14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).	226-228, 666, 667, 726, 744, 745, 747, 759, 760, 764, 880-883, 990-997, 1000-1006	IL28-IL33, IL85-IL88, 253, 296, 353, 439, 643, 669, 686, 987
14E. Understand United States foreign policy as it relates to other nations and international issues.	372, 678, 778, 958, 970	260, 262, 263, 291, 320, 325, 357, 372, 375, 383, 672, 673, 675, 677, 679, 682, 688, 689, 693, 696, 712, 731, 803, 811, 849, 857, 859, 867, 904, 905, 908, 915, 940, 941, 944, 946, 947, 955, 961, 962
14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).	260, 262, 263, 287, 288, 289, 290, 291, 293, 295, 296, 298, 325, 326, 674-677, 678-683, 684-689, 690-696, 712-717, 718-723, 728-732, 804-807, 808-813, 820-827, 828-832, 842-849, 856-859, 904-909, 910-915, 926-932, 942-947, 970-975, 976-981, 982-989	260, 290, 291, 325, 357, 373, 375, 383, 672, 673, 675, 677, 679, 680, 682, 688, 689, 693, 694, 696, 831, 832, 857, 859, 908, 915, 943
14F. Understand the development of United States political ideas and traditions.	194, 215-220, 221-225, 948	IL28-IL33, IL85-IL88, 66, 68, 98, 99, 100, 337
14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.	61, 66, 68, 69, 79, 99, 100, 101, 103, 124, 125, 139, 140, 141, 142, 205, 206, 207, 210, 215-220, 518	IL28-IL33, IL85-IL88, 66, 68, 98, 99, 141, 205, 210
14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.	205, 206, 207, 210, 215-220, 230-241, 253, 254, 255, 257, 418	116A, 184, 185, 194, 205, 206, 210, 254, 257
STATE GOAL 15: Understand economic systems, with an emphasis on the United States.		
15A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	388, 393, 592, 593, 602, 603, 754, 755, 757, 775, 782, 850-851, 862-863, 958-959	50, 52, 302, 306, 307, 314, 386, 398, 403, 413, 538, 595, 755, 1001
15.A.3a Explain how market prices signal producers about what, how and how much to produce.	393, 592, 593, 775, 782, 850-851	94, 308, 314, 387, 539, 575, 755, 775
15.A.3b Explain the relationship between productivity and wages.	602, 603, 754, 755, 757, 781, 783, 862-863	603, 755, 862
15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.	595, 596, 597, 772, 958-959	597, 772
15.A.3d Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).	605, 606, 772, 773, 774, 775, 814, 962	605, 770, 771
15B. Understand that scarcity necessitates choices by consumers.	307, 352, 504, 949	352, 504, 952
15.B.3a Describe the "market clearing price" of a good or service.	814	814-815
15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.	307, 352, 504, 949	308, 949



Standards	Student Edition Pages	Teacher Edition Pages
15C. Understand that scarcity necessitates choices by producers.	308, 393, 555, 556, 586, 587	361, 555-556
15.C.3 Identify and explain the effects of various incentives to produce a good or service.	308, 393, 555, 556, 586, 587	393, 355-356
15D. Understand trade as an exchange of goods or services.	34, 72, 88, 358, 400, 947, 972, 985, 1000-1001	72, 341
15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.	100, 287, 288, 290, 291, 307, 309, 341, 680, 775, 776, 958-959, 982-989	94, 290, 299, 323
15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.	947, 972, 985, 1000-1001	947, 1000
15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.	306, 307, 312, 389, 392, 393, 400, 401, 402, 403, 592, 593, 755, 756, 816, 850, 862	93, 302, 306, 389, 390, 395, 743
15E. Understand the impact of government policies and decisions on production and consumption in the economy.	260, 304, 474, 642, 690, 860, 948, 958	350, 351, 679
15.E.3a Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).	122, 123, 124, 125, 257, 260, 261, 660, 796, 797, 815	124, 125, 538, 660
15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.	534, 599, 752, 753, 781, 782, 783, 850-855, 970-975	350, 351, 770
STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.		
HISTORICAL ERAS		
Local, State and United States History (US)		
• Early history in the Americas to 1620	16-22, 34-41	5, 16-22
• Colonial history and settlement to 1763	58-61, 64-69, 72-75, 76-82, 88-95, 98-103, 104-107, 108-112, 122-125	58-61, 64-69, 72-75, 88-95, 96-103, 104-112, 122
• The American Revolution and early national period to 1820s	132-137, 138-142, 152-159, 160-165, 168-173, 174-178, 186-193, 194-201, 204-210, 252-257, 260-263, 264-270, 276-279, 280-285, 286-290, 294-298	123-125, 126-129, 132-137, 138-142, 152-159, 160-165, 168-173, 174-178, 186-193, 194-201, 204-210, 252-257, 260-263, 264-270, 276-279, 294-299
• National expansion from 1815 to 1850	304-309, 312-317	280-285, 312-317, 358-363, 366-371, 372-377, 378-382
• The Civil War and Reconstruction from 1850 to 1877	462-466, 474-479, 480-487, 490-497, 498-505, 506-512, 518-521, 522-527, 528-531, 534-540	448-451, 452-455, 456-461, 474-479, 480-487, 490-497, 498-505, 506-512, 518-521, 522-527, 528-531, 534-540
• Development of the industrial United States from 1865 to 1914	584-587, 588-593, 594-599, 602-606	582-583, 584-587, 588-593, 594-599, 602-606, 610-611, 612-617, 620-625, 626-632
• The emergence of the United States as a world power from 1890 to 1920	674-677, 678-683, 684-689, 690-696, 718-723, 728-732	674-677, 678-683, 684-689, 690-696, 702-703, 704-709, 712-717, 718-723, 724-727
• Prosperity, depression, the New Deal and World War II from 1920 to 1945	754-757, 772-777, 778-783, 786-791, 794-798, 804-807, 808-813, 814-819, 820-827, 828-832	770-771, 772-777, 778-783, 786-791, 794-798, 802-803, 804-807, 808-813, 814-819, 820-827, 828-832
• Post World War II and the Cold War from 1945 to 1968	842-849, 850-855, 856-859, 860-866, 904-909, 910-915, 918-923	840-841, 842-849, 850-855, 856-859, 860-866, 902-903, 904-909, 910-915, 918-920
• Contemporary United States from 1968 to present	894-898, 926-932, 942-947, 948-955, 958-962, 970-975, 976-981, 982-989, 990-997, 1000-1006	921-923, 926-932, 940-941, 942-947, 948-955, 958-962, 968-969, 970-975, 976-981, 982
16A. Apply the skills of historical analysis and interpretation.	56, 76, 104, 202, 276, 452, 562, 518, 698, 704, 728, 746, 808, 926	7, 11, 12, 21, 36, 38, 40, 59, 60, 79, 82, 103, 110, 123, 127, 134, 139, 143, 153, 165, 169, 170, 188, 197, 246A, 268, 283, 291, 315, 343, 345, 360, 368, 369, 373, 391, 402, 411, 419, 437, 453, 467, 477, 483, 493, 494, 501, 510, 523, 535, 536, 565, 568, 569, 603, 604, 613, 614, 621, 622, 627, 646, 652, 654, 668, 705, 715, 719, 722, 726, 727, 746, 775, 779, 789, 795, 797, 821, 824, 827, 844, 845, 852, 859, 876, 885, 905, 909, 913, 921, 929, 954, 977, 985, 994, 997
16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).	47, 62, 102, 202, 698, 704, 746	14, 134
16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.	11, 16, 18-19, 31, 32, 124, 134-135, 358, 498, 828	11, 35, 38, 140, 353, 363, 381, 390, 429, 477, 537, 667, 709, 862
16.A.3c Identify the differences between historical fact and interpretation.	35, 38, 41, 122, 127, 128, 129, 132, 294, 366, 462, 490, 675, 686, 689, 880-882	38, 53, 59, 91, 94, 127, 465, 492, 708, 713, 715, 806, 816, 822, 830, 899



Focus on Illinois

Standards	Student Edition Pages	Teacher Edition Pages
16B. Understand the development of significant political events.	73, 75, 122-125, 132-137, 138-142, 152-159, 160-165, 168-173, 188, 189, 197, 198, 199, 200, 201, 264-270, 278, 674-677, 678-683, 684-689, 712-717, 718-723, 728-732, 828, 856-859, 860-866, 942-947	123, 124, 127, 129, 133, 138, 139, 141
16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.	73, 75, 188, 189, 197, 198, 199, 200, 201, 264-270, 278	184, 209, 251, 264, 265, 266, 270, 271
16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.	122-125, 132-137, 138-142, 152-159, 160-165, 168-173, 174-178, 204-210	120, 121-123, 124-126, 127, 128, 132, 133-135, 137, 139, 143, 150, 151, 152, 156, 158, 162, 163, 170-173, 174-176, 178, 184
16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.	210, 254, 255, 277, 278, 279, 324, 326, 458, 459, 461, 509, 521, 524, 525, 527, 539, 642, 647, 654, 655, 660, 759, 761, 762	251, 254, 524, 526, 664, 874, 876
16.B.3d (US) Describe ways in which the United States developed as a world political power.	674-677, 678-683, 684-689, 712-717, 718-723, 728-732, 828, 856-859, 860-866, 942-947	700, 701, 712-717, 718-723, 728-732, 828, 856-859
16C. Understand the development of economic systems.	45, 47, 48, 50, 51, 52, 58-61, 79, 80, 81, 82, 90, 91, 92, 93, 100, 195, 196, 197, 307, 308, 309, 388, 395, 396, 398, 399, 402, 403, 588, 612-617, 754-757, 762, 796, 797, 798, 851, 852, 865-866	50, 82, 90, 304, 307, 350, 398, 399, 402, 403, 588, 865-866
16.C.3a (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.	45, 47, 48, 50, 51, 52, 54, 55, 58-61, 79, 80, 81, 82, 84, 90, 91, 92, 93, 99, 100	27, 45, 49, 50, 52, 53, 56, 61, 83
16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.	45, 47, 48, 50, 51, 52, 58-61, 79, 80, 81, 82, 90, 91, 92, 93, 99, 100, 195, 196, 197, 307, 308, 309, 388, 395, 396, 398, 399, 402, 403, 588, 612-617, 754-757, 762, 796, 797, 798, 851, 852, 865-866	57, 82, 83, 88, 304, 308, 309, 327, 386, 398, 402, 446, 431, 604, 607, 614, 745, 747, 797, 851
16.C.3c (US) Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.	596, 597, 598, 599, 645, 647, 656, 657, 658, 661, 746, 747, 775, 777, 780, 781, 783, 797, 980-981	607, 645, 783, 797, 851
16D. Understand Illinois, United States and world social history.	448, 856, 874, 894	IL28-IL33, IL81-IL85, 448, 856
16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.	72-75, 76-82, 88-95, 305, 308, 309, 379, 380, 406, 407, 408, 409, 410, 418, 419, 420, 552, 553, 554, 567, 568, 571, 613, 615, 616	58, 64, 72, 73, 74, 75, 76, 80, 82, 83, 89, 553
16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.	317, 342, 366, 400, 408, 409, 412, 563, 564	59, 67, 80, 83, 89, 100, 102
16E. Understand Illinois, United States and world environmental history.	89, 90, 92, 93, 94, 95, 313, 314, 316, 390, 392, 393, 565, 782, 787-788, 620-625, 1002-1003, 1006	IL81-IL85, 94, 95, 313, 314, 316, 390, 392, 393, 565, 620-625, 782, 787-788
16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.	89, 90, 92, 93, 94, 95, 313, 314, 316	IL81-IL85, 94, 95, 313, 314, 316
16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.	390, 392, 393, 565, 782, 787-788	356, 358, 788
16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850-present, on the environment.	397, 398, 399, 616, 656, 620-625, 1002-1003, 1006	386, 396, 398, 610, 623, 865
STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.		
17A. Locate, describe and explain places, regions and features on the Earth.	Ref16-Ref31, 480, 910	14, 20, 21, 35, 50, 81, 89, 123, 154, 191, 283, 316, 341, 362, 401, 449, 483, 510, 557, 561, 679, 691, 706, 720, 805, 824, 844, 857, 945
17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).	Ref17-Ref29, 31, 33, 34, 35, 36, 37, 40, 41, 44, 46, 51, 52, 77	35, 36, 76, 123
17.A.3b Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.	Ref18-Ref29, 5, 15	14, 20, 35, 39, 46, 73, 81, 93, 111, 156, 196, 253, 356, 359, 370, 373, 380, 395, 449, 454, 500, 537, 564, 568, 575, 579, 613, 621, 653, 676, 685, 705, 921, 988
17B. Analyze and explain characteristics and interactions of the Earth's physical systems.	Ref17, Ref29, 856	IL80-IL81, 856
17.B.3a Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.	7, 8	IL80-IL81, 5, 18, 86, 93
17.B.3b Explain how changes in components of an ecosystem affect the system overall.	1000, 1002	23, 788, 1004



Standards	Student Edition Pages	Teacher Edition Pages
17C. Understand relationships between geographic factors and society.	Ref16-Ref17, 64, 104, 280, 462, 942, 982	IL80-IL81, 12, 17, 18, 20, 77, 89, 92, 94, 95
17.C.3a Explain how human activity is affected by geographic factors.	6, 7, 8, 9, 11-12, 16-17, 18, 19, 20, 21, 22, 24-25, 56, 76, 168, 175, 176, 189, 190, 191, 193, 281, 282, 305, 306, 307, 308, 309, 358-363, 367, 371, 374, 375, 376, 377, 378, 379, 380, 381, 382, 401, 402, 403, 448, 449, 450, 451, 475, 476, 477, 477, 479, 499, 502, 503, 505, 507, 508, 509, 510, 511, 553, 554, 621, 622, 624, 625, 679, 680, 681, 683, 705, 706, 708, 787, 788, 791, 904-907	4, 8, 12, 15, 17, 18, 20, 26, 40, 57, 77, 86, 89, 92, 94, 95, 123, 162, 170, 191, 305, 341, 357, 379, 380, 393, 396, 398, 505, 538, 550, 561, 563, 598, 862
17.C.3b Explain how patterns of resources are used throughout the world.	306, 553, 595, 597, 676, 946, 951-952, 955	20, 86, 538, 550, 595, 621, 1002
17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.	6, 7, 8, 9, 13, 16, 17, 18, 19, 20, 21, 22, 24-25, 67, 189, 190, 191, 312, 313, 314, 315, 316, 317, 342, 343, 344, 345, 346, 347, 374, 377, 379, 380, 381, 382, 398, 399, 528, 567, 568, 571, 612, 613, 616, 620-625, 725, 788, 789, 790, 791, 828, 865-866, 1006	21, 302, 312, 313, 315, 380, 396, 550, 613, 621, 748, 749, 818
17D. Understand the historical significance of geography.	Ref17, 108, 260, 286, 394, 456, 462, 718, 820, 842	62, 63, 180, 181, 258, 259, 432, 433, 450, 510, 542, 543, 564, 569, 572, 573, 710, 711, 731, 748, 749, 862, 868, 869, 1008, 1009
17.D.3a Explain how and why spatial patterns of settlement change over time.	8, 67, 89, 92, 93, 94, 109, 111, 112, 190, 191, 281, 283, 284, 285, 312, 313, 314, 315, 317, 342, 343, 344, 345, 346, 347, 358-363, 367, 373, 374, 553, 554, 555, 557, 563, 564, 565, 567, 568, 571, 865-866, 1006	21, 313, 315, 316, 347, 356, 357, 360, 374, 380, 381, 398, 554, 556, 568, 613, 748-749, 818
17.D.3b Explain how interactions of geographic factors have shaped present conditions.	281, 283, 284, 285, 659, 661, 884-891, 904-909, 990-997	IL80-IL81, 53, 396, 564, 569
STATE GOAL 18: Understand social systems, with an emphasis on the United States.		
18A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	12, 13, 15, 21, 22, 29, 30, 33, 103, 205, 297, 298, 409, 410, 411, 412, 419, 420, 421, 435, 436, 438, 626-632, 759, 760, 761, 764, 783, 796, 798, 866, 886	19, 20, 65, 74, 89, 630, 761
18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.	12, 13, 15, 21, 22, 29, 30, 33, 103, 205, 297, 298, 409, 410, 411, 412, 419, 420, 421, 435, 436, 438, 626-632, 759, 760, 761, 764, 783, 796, 798, 866	30, 31, 37, 92, 135, 343, 374, 399, 409, 410, 412, 421, 436, 562, 610, 611, 625, 627, 629, 630, 632, 687, 766-767, 758, 760, 764, 791, 864, 865, 866, 867
18B. Understand the roles and interactions of individuals and groups in society.	13, 14, 15, 42, 47, 48, 49, 72, 347, 349, 351, 369, 370, 424, 425, 426, 427, 428, 429, 430, 431, 449, 450, 492, 493, 501, 502, 503, 528, 536, 539, 540, 575, 576, 585, 587, 604, 605, 762, 763, 804-807, 814-819, 842-849, 880, 918-923	9, 22, 44, 47, 65, 120, 126, 128, 129, 188, 367, 370, 408
18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).	13, 14, 15, 42, 47, 48, 49, 50, 100, 101, 102, 103, 105, 106, 108, 133, 134, 136, 137, 161, 162, 163, 168, 174, 339, 340, 341, 344, 345, 347, 349, 351, 369, 370, 424, 425, 426, 427, 428, 429, 430, 431, 449, 450, 451, 453, 455, 459, 460, 461, 475, 477, 478, 479, 492, 493, 501, 502, 503, 528, 536, 539, 540, 575, 576, 585, 587, 604, 605, 606, 627, 628, 629, 651, 652, 653, 654, 655, 684, 706, 708, 709, 716, 717, 762, 763, 804-807, 814-819, 842-849, 918-923	22, 27, 44, 47, 75, 120, 128, 155, 157, 261, 410, 416, 419, 426, 434, 436, 458, 461, 516, 629, 640, 663, 872, 877, 879, 886, 919, 920, 928, 933
18.B.3b Explain how social institutions contribute to the development and transmission of culture.	66, 69, 103, 418, 419, 420, 421, 528, 531, 620, 626-632, 976	75, 419, 436, 640, 763
18C. Understand how social systems form and develop over time.	132, 378, 424, 425, 426, 427, 428, 429, 430, 431, 434-438, 510, 577, 578, 651, 652, 654, 662-668, 794, 874-879, 884-891, 894-898, 990	11, 22, 86, 100, 103, 382, 387, 408, 412, 562, 847, 866
18.C.3a Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).	132, 139, 140, 141, 142, 154, 155, 156, 157, 159, 378, 424, 425, 426, 427, 428, 429, 430, 431, 434-438, 486, 487, 501, 507, 509, 510, 577, 578, 651, 652, 654, 662-668, 794, 874-879, 883, 884-891, 894-898	160, 410, 416, 417, 424, 425, 427, 435, 436, 486, 651, 652, 654, 666, 765, 852, 875, 877, 879, 885, 886, 890, 897, 928
18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.	398, 399, 409, 410, 411, 412, 424, 425, 426, 427, 428, 429, 430, 431, 434-438, 520, 522, 612, 644, 646, 647, 651, 652, 653, 654, 655, 662-668, 725, 726, 814-819, 874-879, 884-891, 894-898, 990	381, 386, 398, 399, 424, 425, 435, 493, 562, 579, 610, 626, 652, 763, 819, 879, 886, 890, 895, 897



Illinois Social Science Performance Descriptors

14.A Understand and explain basic principles of the United States government.

*Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Define the concept of “consent of the governed.” 2. Explain the importance of having a written constitution for a government. 3. Summarize the main points in constitutional documents (e.g., Declaration of Independence, Northwest Ordinance, Preamble of the United States Constitution). 4. Identify the basic similarities and differences between the Illinois and United States Constitutions. 5. Name the courts and judicial officials established to operate within the local, state, and federal governments. 6. Distinguish between the characteristics of a limited and unlimited government. 	<ol style="list-style-type: none"> 1. Compare and contrast responsibilities shared between the state and federal governments. 2. Identify the rights and principles of limited government found within the Declaration of Independence. 3. Classify the type of courts and judicial officials established to operate within the local, state, and federal governments. 4. Describe the role of the courts in judicial review. 	<ol style="list-style-type: none"> 1. Evaluate the rights and responsibilities of the individual within the family, social groups, community, or nation. 2. Categorize programs and services provided by governments into local, state, and federal levels. 3. Compare the similarities and differences in the state of Illinois and the national government’s attempts to protect individual rights and still promote the common good. 4. Explain the influence of the Supreme Court and significant court decisions on the rights and responsibilities of citizens (e.g., defining, expanding, and limiting individual rights). 5. Analyze the efforts of our court system to take into account the rights of both those accused of crimes and their victims.

14.B Understand the structures and functions of the political systems of Illinois, the United States and other nations.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Describe the characteristics of a two-house legislature. 2. Explain the reasons for having the system of checks and balances as part of the organization of the federal government. 3. Define the roles and responsibilities of top officials in Illinois State government (e.g., Governor, Sec. of State). 4. Explain the distributed and shared powers of the local, state, and federal government. 	<ol style="list-style-type: none"> 1. Describe the impact of the federal government’s system of checks and balances (e.g., the results of a presidential veto). 2. Analyze historical examples of the system of checks and balances according to the respective branches of the federal government. 3. Compare similarities and differences in the powers of the Governor of the State of Illinois and the President of the United States to resolve conflicts and crises. 4. Formulate a conclusion about the use of power by state or national governmental executives. 5. Describe the organization of the Illinois General Assembly. 6. Define “jurisdiction” as it applies to a court system. 	<ol style="list-style-type: none"> 1. Compare the powers and responsibilities of the members of the House of Representatives and Senate within the United States Congress. 2. Explain the advantages and disadvantages of our federal system’s separation of powers. 3. Differentiate among the powers, limitations, and responsibilities of the state government of Illinois and the federal government. 4. Distinguish between the powers and responsibilities of our state and federal courts as outlined in our state and national constitutions. 5. Illustrate the organization of the three branches of the state government of Illinois. 6. Justify why the Illinois Constitution cannot violate the United States Constitution.

*Performance descriptors are statements of how students can demonstrate the knowledge and skills they acquire. The stages F, G, and H performance descriptors are for middle/junior high school.



14.C Understand election processes and responsibilities of citizens.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Create a list of ideas that would encourage more civic responsibility among people. 2. Explain the role of a citizen in choosing leaders. 3. Illustrate how people are elected to all levels of our government. 4. Analyze historical events involving the extension or denial of political and electoral rights of various citizens or groups of people. 	<ol style="list-style-type: none"> 1. Describe the requirements for candidates for local, state, and national offices. 2. Compare the platforms of two or more political parties during an election to determine differences. 3. Explain the position on a particular issue of a candidate for political office. 	<ol style="list-style-type: none"> 1. Describe responsibilities that citizens share during an election. 2. Compare/contrast the historical positions of political parties in elections. 3. Compare historical examples of issues in local, state, or national elections affecting the civil rights of various groups. 4. Describe how voting barriers have been removed to allow greater participation in elections (e.g., common people gaining the right to vote, minority voting status). 5. Analyze an example of a government denying voting rights to individuals or groups. 6. Describe the election process at local, state, and national levels (e.g., campaigns, primaries, conventions).

14.D Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Summarize an individual group's motivation for participating in the shaping of public policy. 2. Analyze actions taken by governments to improve lives of people. 3. Analyze ways in which the media is used by political parties and interest groups to influence public opinion. 4. Explain how political parties and interest groups affect legislation. 5. Describe an historical event or period in which political parties influenced public policy. 	<ol style="list-style-type: none"> 1. Explain the importance of an individual's responsibility to maintain a democratic, civil society. 2. Evaluate the benefits of highly involved citizens to a society. 3. Identify the reasons for public opinion polls sponsored by political parties, public interest groups, and the media. 4. Describe methods of communication that individuals, groups, and the media use to present information to the public. 5. Interpret political cartoons in terms of captions and images to persuade people to accept political positions on various issues. 	<ol style="list-style-type: none"> 1. Summarize the actions of an individual or group's effort to influence current public policy in their community, state, or nation. 2. Compare and contrast the roles and influence of various individuals, groups, and media in shaping current public policy issues in their community, state, or nation. 3. Measure political interest or activity in a civic or social cause. 4. Predict how technology and social change will impact the conduct of political parties.



Focus on Illinois

14.E Understand United States foreign policy as it relates to other nations and international issues.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Identify a political tradition or custom that had its origin in another country (e.g., representative government). 2. Describe the leadership role of the United States in international organizations (e.g., the United Nations, NATO, IMF). 3. Explain the costs and benefits of an historical treaty the United States has signed with another nation or international organization. 	<ol style="list-style-type: none"> 1. Review the principles the United States has traditionally held in joining international organizations (e.g., the interests and benefits of world peace, open trade over closed markets). 2. Explain an historical event in which the United States played a leading role. 3. Analyze an event or issue that links the people of Illinois to another nation (e.g., issues or negotiations over trade, immigration of ethnic groups). 	<ol style="list-style-type: none"> 1. Identify situations in which United States diplomacy favors one nation over another (e.g., trade, military protection). 2. Compare the interests of the United States and other nations in making foreign policy decisions (e.g., defense, trade, environmental protection, communications). 3. Compare/contrast the ideals and interests of the United States in participating in international organizations. 4. Analyze cases of changing diplomatic relations between the United States and other people or nations (e.g., changing relations with Native American tribes, changing relations with the Soviet Union during and after World War II). 5. Predict the effects of technology on foreign policy decision-making.

14.F Understand the development of United States political ideas and traditions.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Give examples of events where people have had to fight to win their equality. 2. Illustrate conflicts over the rights and freedom of competing individuals or groups (e.g., a novel about two families from the north and south during the Civil War). 3. Compare the arguments of competing public interest groups on constitutional rights. 	<ol style="list-style-type: none"> 1. Provide an argument justifying the need for civil rights for citizens of any nation. 2. Summarize the historical development of the concept of individual liberty (e.g., Colonial America to contemporary political interest groups). 3. Analyze the causes and effects of when national interests have called for the limitation or restriction of civil rights (e.g., internment of Japanese Americans during World War II). 	<ol style="list-style-type: none"> 1. Summarize the historical influences on the development of political ideas and practices as listed in the Declaration of Independence, the United States Constitution, the Bill of Rights, and the Illinois Constitution. 2. Give examples of how United States political ideas and traditions have either included or denied additional amendments respecting or extending the rights of its citizens. 3. Analyze an influential U.S. Supreme Court case decision and the impact it had in promoting or limiting civil rights. 4. Compare arguments for expanding or limiting freedoms and protection for citizens outlined in the Bill of Rights.



15.A Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Define productivity. 2. Demonstrate how productivity increases through the use of technology. 3. Demonstrate how education and training improve skills and increase productivity. 4. Explain that in a market economy, producers make the goods and services consumers want. 	<ol style="list-style-type: none"> 1. Explain that consumer demand determines what producers will produce in a market economy. 2. Identify the productive resources households sell to businesses and the payments received for those resources. 3. Identify the goods and services businesses sell to households and the payments received for those goods and services. 4. Identify times when students or adults are consumers and when students or adults are producers. 	<ol style="list-style-type: none"> 1. Explain how the price of productive resources in a market economy would influence producer decisions about how, how much, and what to produce. 2. Analyze the relationship between productivity and wages. 3. Demonstrate the circular flow of interaction among households, businesses, and government in the economy. 4. Describe the role of financial institutions in the economy. 5. Identify the causes of unemployment. 6. Define GDP.

15.B Understand that scarcity necessitates choices by consumers.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Explain that a market exists whenever buyers and sellers exchange goods and services. 2. Identify examples of people acting as consumers and as producers. 3. Illustrate the law of demand. 4. Explain that prices are determined through the buying and selling decisions made by buyers and sellers. 5. Explain that competition takes place when there are many buyers and sellers of similar products. 6. Identify markets where there is competition among sellers. 7. Identify examples of competition among buyers. 	<ol style="list-style-type: none"> 1. Explain why people are both consumers and producers. 2. Identify markets where buyers and sellers meet face-to-face and markets in which buyers and sellers never meet directly. 3. Explain the benefits to consumers of competition among sellers. 4. Analyze the impact on prices of competition among buyers. 	<ol style="list-style-type: none"> 1. Explain why, as the market price of a good or service goes up, the quantity demanded by consumers goes down. 2. Determine the market clearing price when given data about the supply and demand for a product. 3. Predict how the change in price of one good or service can lead to changes in prices of other goods and services. 4. Explain how prices help allocate scarce goods and services in a market economy. 5. Explain why shortages and surpluses occur in a market economy and provide real-world examples of each.



15.C Understand that scarcity necessitates choices by producers.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Explain how price is an incentive to buyers and sellers. 2. Analyze the effect of price changes on buyers and sellers. 3. Explain that there are incentives other than price that affect people's behavior in the economy. 4. Provide examples of positive incentives (rewards) that affect economic behavior. 5. Provide examples of negative incentives (penalties) that affect economic behavior. 6. Define the law of supply. 	<ol style="list-style-type: none"> 1. Analyze how changes in price affect producer behavior. 2. Identify non-price incentives to which people respond in the economy. 3. Explain why people's response to an incentive may vary because of differing values. 4. Predict the impact on supply of a good or service when non-price determinants change (e.g., number of producers; cost of production). 	<ol style="list-style-type: none"> 1. Provide examples of how changes in incentives encourage people to change their economic behavior in predictable ways. 2. Provide examples of how the same incentive will bring about differing responses from differing people. 3. Explain why, as the market price of a good or service goes up, the quantity supplied also goes up.

15.D Understand trade as an exchange of goods or services.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Define imports. 2. Define exports. 3. Provide examples of economic specialization. 4. Identify technologies that exist today that did not exist in the past (e.g., 10 to 20 years ago). 	<ol style="list-style-type: none"> 1. Identify exports produced in the local community or state. 2. Explain why countries benefit when they exchange goods and services. 3. Explain how specialization usually increases productivity in an economy. 4. Provide examples of how specialization increases interdependence among consumers and producers. 5. Explain how technological changes have led to new and improved products. 6. Explain how people's incomes reflect choices they have made about education, training, skill development, and careers. 	<ol style="list-style-type: none"> 1. Provide an example of comparative advantage in the school or community. 2. Explain why comparative advantage leads to specialization and trade. 3. Identify barriers to trade and their impact, and explain why nations create barriers to trade. 4. Analyze the impact of an increase or decrease in imports on jobs and consumers in the U.S. 5. Analyze the impact of an increase or decrease in exports on jobs and consumers in the U.S. 6. Identify new technologies over time and explain their impact on the economy.



15.E Understand the impact of government policies and decisions on production and consumption in the economy.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Describe the differences between income tax, sales tax, and property tax. 2. Identify what people would give up if governments had no power to tax. 3. Identify what goods and services various levels of government provide. 4. Identify to which level of government certain taxes are paid. 	<ol style="list-style-type: none"> 1. Identify laws and government policies that protect property rights, enforce contracts, and maintain competition. 2. Explain why there is a role for government in the economy. 3. Explain how laws and government policies affecting the economy have changed over time. 	<ol style="list-style-type: none"> 1. Identify examples of proportional, progressive, and regressive taxes in the economy. 2. Evaluate the fairness and efficiency of each kind of tax. 3. Analyze the benefits and costs to individuals and businesses of government policies that affect the economy. 4. Identify the main sources of revenue for federal and for state governments. 5. Explain how laws and government policies affecting the economy establish rules to help a market economy function effectively.

16.A Apply the skills of historical analysis and interpretation.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Distinguish between the important and insignificant details contained in an historical source. 2. Organize a series of historic maps of a region or place into an historical atlas. 3. Place a series of events from the past that are listed on a chronology or timeline and categorize them according to political, economic, environmental, or social importance. 4. Identify the times when significant events intersected using a series of chronologies organized into political, economic, environmental, and social history. 5. Compare two different interpretations of an historical figure. 6. Compare the account of an historic person or event in a textbook with an account of the person or event in another secondary source. 7. Locate on the World Wide Web multiple sources pertaining to a significant historic person or event. 8. Compare the value of primary and secondary sources. 	<ol style="list-style-type: none"> 1. Place events from a chronology on multiple tier timelines that are organized according to political, economic, environmental, and social history. 2. Organize a series of related historical events for depiction on a periodization chart. 3. Describe life during a specific period using multiple tier timelines, periodization charts, graphs, and charts with data organized by category. 4. Provide an example of two different interpretations of a significant event. 5. Explain how a significant historical event can have many causes. 	<ol style="list-style-type: none"> 1. Define the concept of a “watershed” event in history. 2. Explain why a primary source may not necessarily provide an accurate description of an historical event. 3. Identify the point of view of the author as found in a primary source document. 4. Identify any inconsistencies of an author as found in a primary source document. 5. Assess the value of posed and candid photographs as primary sources.



16.B Understand the development of significant political events (U.S.).

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Organize a series of political events covering the span of American history, c1500–present, into a periodization chart. 2. Describe both the ideas and actions of significant political figures, events, or processes that affected the formation and development of modern political parties. 3. Interpret the actions and consequences of a significant figure in United States political history (e.g., Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, Franklin D. Roosevelt). 4. Interpret the causes that led to the development of a particular political organization or institution (e.g., modern political parties, interest groups, Electoral College). 	<ol style="list-style-type: none"> 1. Identify the major periods in United States political history from colonial to contemporary times. 2. Summarize ideas that influenced the development of representative democracy as reflected in the Declaration of Independence and the Constitution of the United States. 3. Describe significant events that fostered the development of representative democracy after the adoption of the United States Constitution (e.g., amendments, supreme court rulings, legislation). 4. Compare and contrast the contributions of individuals or political groups who had a significant impact on the course of local, state, and national history. 	<ol style="list-style-type: none"> 1. Evaluate the consequences of constitutional change and continuity over time. 2. Summarize the significant events that occurred during the development of the Supreme Court of the United States. 3. Describe the contributions of individuals or groups who had a significant impact on the course of judicial history. 4. Describe the significant events and contributions of individuals or groups in the development of United States diplomatic history.

16.C Understand the development of economic systems (U.S.).

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Explain how significant economic events in the past have altered individual choices and influenced United States history. 2. Summarize the impact of significant economic events of earlier periods of United States history on contemporary economic structure. 3. Evaluate how an individual's ideas, inventions, or entrepreneurship (e.g., Thomas Edison, George Washington Carver, Henry Ford) affected the economy then and now. 4. Predict how technological advances may affect the United States economic system. 5. Analyze how a significant economic event (e.g., industrialization, the Great Depression, and the rise of computer technology) has influenced the development of the United States economic system. 	<ol style="list-style-type: none"> 1. Identify the major periods in United States economic history from colonial to contemporary times. 2. Describe the impact of trade from 1500–1750 on the political, social, and economic lives, and the environment of Native Americans and European colonists. 3. Describe how changes in science and technology affected the exchange of goods and services over time among the people in colonial America. 4. Explain how changes in economic activity during an earlier period influenced subsequent historical events (e.g., increase in the labor supply and unionization, depression and the New Deal). 	<ol style="list-style-type: none"> 1. Describe the impact of trade on political, social, economic, and environmental developments in a place or region of the United States, 1865–present. 2. Explain how changes in science and technology affected the exchange of goods and services, economic institutions, and the movement of people among different regions of the United States, 1865–present. 3. Explain how entrepreneurs organized their businesses and influenced government to limit competition and maximize profits. 4. Describe the economic causes of conflict in United States History since 1865 (e.g., Indian Wars, Civil War, urban unrest). 5. Describe significant people, ideas, and events in the rise of organized labor from 1865–1914.



16.D Understand Illinois, United States and world social history (U.S).

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Predict the impact that a controversial figure's ideas on changing social conditions had on contemporary interest groups. 2. Analyze the issues of social status and social role in the past and present. 3. Describe the changes in family from one period to another. 4. Trace the development of a significant social institution over time (e.g., Boy Scouts, Girl Scouts, NAACP). 	<ol style="list-style-type: none"> 1. Describe the changes and continuity in various interest groups' (e.g., workers, business persons, politicians) perception of social status over time. 2. Compare and contrast family life in the early American period with another time period. 3. Describe the significance of social factors such as status, role, customs, traditions, norms, and values during a turning point in United States social history. 4. Analyze the significance of cultural diversity in the social history of the United States. 	<ol style="list-style-type: none"> 1. Analyze the changing roles and status of men, women, and children from the colonial period through the 19th Century. 2. Compare the importance of people's customs and traditions during the historical development of a geographic region during the colonial/frontier periods and the 19th Century. 3. Describe family life of select groups of people during the colonial/frontier periods and the 19th Century.

16.E Understand Illinois, United States and world environmental history (U.S.).

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Organize a series of environmental events covering the span of American history, c1500–present, into a periodization chart. 2. Describe how the environmental history of a place or region of the United States region has changed over time using a variety of geographic tools, including an historical atlas. 3. Describe how the people of a specific region of the United States gained control over rivers or other principal physical features of their environment. 4. Describe how the competition between or among different groups of people for the same land affected the environment. 5. Assess the effects of a significant invention or technological innovation on the physical and cultural environment on a place or region (e.g., plow, automobile, power plants). 	<ol style="list-style-type: none"> 1. Identify turning points in United States environmental history. 2. Describe the development of transportation and communication networks (e.g., river travel, pony express, internet). 3. Explain how the environment affected economic and social developments of people in a specific region of the United States (e.g., Jamestown, "Wild West," natural disasters). 4. Explain how the environment affected economic and social developments of a specific cultural group after 1500. 5. Explain how the environment, economy, and society can be affected by the dependence of a region on a single crop or mode of production. 	<ol style="list-style-type: none"> 1. Analyze the social, political, and economic effects on the abandoned environment of a significant migration of people from one region to another. 2. Describe the demographic distribution of people before and after a significant migration in United States history. 3. Describe the effects on the environment of the dispersion of European colonists in North America after 1500CE. 4. Describe how major migrations have affected the cultural features of cities and rural communities in the United States. 5. Assess the effect of the industrial revolution on the physical environment in the United States. 6. Assess the effects on the environment of the historic process of suburbanization and rural depopulation. 7. Assess the effects of a significant past natural environmental disaster on the physical and cultural features of the landscape of a place or region in the United States.



17.A Locate, describe and explain places, regions and features on the Earth.

Stage F	Stage G	Stage H
<ol style="list-style-type: none">1. Demonstrate understanding of the location of various physical and human features in Illinois, the United States, and the world by sketching a map from memory of different features.2. Interpret aerial photographs or satellite-produced images to locate and identify physical and human features (e.g., mountain ranges, rivers, vegetation regions, cities, dams, reservoirs).3. Identify, using only a mental map, the countries through which a person would pass as they travel along a straight line route between two major cities (e.g., Paris to Moscow, Cairo to Nairobi).4. Construct a choropleth map that shows the spatial distribution of the data (e.g., corn production in Illinois).5. Explain how major countries in the world are connected and interrelate (e.g., trade, political alliances, humanitarian concerns).6. Understand how parallels of latitude can be used to determine north-south direction and distance, and how meridians of longitude can be used to determine east-west direction and distance on a map or globe.	<ol style="list-style-type: none">1. Compare sketch maps with atlas maps to determine the accuracy of physical and cultural features (e.g., political/physical maps of Canada, the United States, and Europe).2. Develop maps and flowcharts showing major patterns of movement of people and commodities (e.g., international trade in petroleum, countries that produce and those that consume resources, cartograms, population pyramids).3. Explain the purposes and distinguishing characteristics of selected map projections, globes, aerial photos, and satellite images.4. Demonstrate understanding of the spatial distribution of various phenomena by using latitude and longitude to plot data on a base map of the United States or the world (e.g., location of professional sports teams in the U.S. or the world).	<ol style="list-style-type: none">1. Translate a mental map into sketch form to illustrate relative location of, size of, and distances between geographic features (e.g., cities, mountains, rivers).2. Demonstrate understanding of how to display spatial information by constructing maps, graphs, diagrams, and charts to display spatial information (e.g., choropleth maps, climographs, population pyramids).3. Analyze patterns of movement in space and time (e.g., hurricane tracks over several seasons, the spread of influenza throughout the world).4. Describe the location of places using the global system of time zones.5. Demonstrate understanding of world time zones by determining the date and time in selected cities around the world in reference to Springfield, Illinois.



17.B Analyze and explain characteristics and interactions of the Earth's physical systems.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Identify the causes and nature of changes in environmental stress zones (fragile environments) (e.g., the rain forests of Brazil, taiga, north slope of Alaska). 2. Describe the physical environment of the students' own region and the physical processes that act on it (e.g., weather, tectonic forces, wave action, freezing and thawing, gravity, soil building processes). 3. Describe ecosystems from local to global scales and the difference between them using photographs and other media as illustrations. 4. Explain how and why ecosystems differ from place to place as a consequence of differences in soils, climates, and human and natural disturbances. 	<ol style="list-style-type: none"> 1. Explain how Earth-Sun relationships affect Earth's energy balance (e.g., heating of soil and water at different seasons of the year, differential heating at different latitudes). 2. Identify and describe different climates in terms of precipitation and temperature and the types of plants and animals associated with each using pictures, maps, and graphs. 3. Analyze maps to determine the relationship among climate, natural vegetation, and natural resources. 4. Predict the effects of an extreme weather phenomenon on the physical environment (e.g., a hurricane's impact on a coastal ecosystem). 	<ol style="list-style-type: none"> 1. Analyze climographs for selected places and suggest reasons for similarities and differences in climates. 2. Hypothesize about the future effects of the use of technology on Earth's physical systems (e.g., climate, soil, air, water). 3. Analyze the causes and effects of changes over time in physical landscapes (e.g., forest cover, water distribution, temperature fluctuations) as shown on maps, graphs, and satellite produced images. 4. Predict the potential outcomes of the continued movement of Earth's tectonic plates (e.g., continental drift, earthquakes, volcanic activity).

17.C Understand relationships between geographic factors and society.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Compare the natural hazards that occur in Illinois with those occurring in other states to determine their intensity and effect on people. 2. Explain the concentrations of urban settlement centers with high population density using maps of Illinois and the United States. 3. Evaluate effects of technological change on transportation, communications, and resource use in Illinois, the United States, and the world. 4. Identify ways that human behavior could be changed to solve specific environmental problems (e.g., outline a plan to reduce litter and stream pollution). 	<ol style="list-style-type: none"> 1. Explain the different patterns in population density using geographic tools (e.g., pyramids, maps). 2. Identify human induced changes in landforms, climate, natural vegetation, and resources of their local community, state of Illinois, nation, and the world. 3. Analyze physical and human environments in Illinois and the United States to determine ways that people adapt to and modify their environment. 4. Formulate several hypotheses about relationships among resources, manufacturing and service industries, transportation, and population densities in different regions of the United States and the world. 5. Predict the effects of an extreme weather phenomenon on human populations in different regions of the United States and the world (e.g., hurricanes, flooding, tornadoes). 6. Identify social, political, and economic factors that attract people to, and repel people from, urban centers. 	<ol style="list-style-type: none"> 1. Explain the patterns of natural resource distribution (e.g., petroleum, timber) in various regions of the United States and the world. 2. Identify reasons related to the natural environment that influence the location of certain human activities (e.g., corn production in Illinois, rice in Southeast Asia). 3. Analyze rapidly growing urban centers to determine the impact of urban sprawl on the physical and human environment. 4. Explain how human induced alterations of the environment have resulted in human migration (e.g., "Okies" from the Dust Bowl to California, the expanding Sahara). 5. Rank natural hazards based on the degree of impact on people and the physical environment (e.g., loss of life, destruction of property, economic impact, alteration of ecosystems).



17.D Understand the historical significance of geography.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Explain how technological developments have influenced the migration of people to and within the United States over time. 2. Analyze selected historical events to determine how they influenced the migration of people throughout the world. 3. Hypothesize about relationships between physical features and the occurrence of human activities of a particular place and how these activities changed over the years. 4. Analyze how physical features have both posed barriers and provided avenues to settlement in Illinois and the United States. 	<ol style="list-style-type: none"> 1. Describe instances of how places can be changed or destroyed as a result of natural processes. 2. Describe how humans have adapted to environmental changes caused by natural processes. 3. Explain how human characteristics of a place are influenced by acculturation (e.g., Spanish culture in Middle and South America and the United States Southwest, Hindu and Muslim culture in Southeast Asia). 4. Explain how an environmental change in one part of the world can affect places in other parts of the world over periods of time. 	<ol style="list-style-type: none"> 1. Describe how legacies of the past have affected past and present human characteristics of places (e.g., wealth and poverty, exploitation, colonialism and independence). 2. Explain, in terms of “push-pull” factors, the major population movements that have occurred in the past and may occur among places and regions. 3. Analyze maps of human settlement and routes traveled in the past to determine the relationship between where people lived and their movements.

18.A Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Compare and contrast two or more cultures in terms of expressions of those cultures. 2. Compare a culture with one’s own through the use of written, auditory, or visual materials. 3. Compare cultural differences/similarities from other parts of the world in terms of their language, literature, and arts. 4. Explain how social scientists analyze expressive culture and social discourse. 5. Identify what cultural relativism means. 6. Give an example of ethnocentrism. 7. Describe culture shock. 	<ol style="list-style-type: none"> 1. Describe what is studied within the field of anthropology. 2. Describe how a culture is reflected in its art, music, and/or architecture and institutions. 3. Explain how technology and the media have impacted expressive culture. 4. Analyze examples of patterns within literature, art, music, and/or architecture being transmitted from place to place. 	<ol style="list-style-type: none"> 1. Predict how technology/media will impact culture during the student’s lifetime. 2. Analyze immigration patterns to see how American cultures have been shaped. 3. Identify various cultures that have combined to create a larger, multicultural American society. 4. Define the concept of the global community. 5. Draw conclusions about how the media creates and/or reinforces societal norms. 6. Evaluate the role of the humanities (e.g., literature, art, music, architecture) in a culture.



18.B Understand the roles and interactions of individuals and groups in society.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Compare and contrast the concepts of conformity and deviance. 2. Examine how the media portrays conformity and deviance. 3. Identify examples of how an individual internalizes group norms. 4. Compare formal and informal means of social control. 5. Analyze the effectiveness of a national or local social institution in addressing a social problem (e.g., DARE, MADD). 	<ol style="list-style-type: none"> 1. Describe what is studied within the field of sociology. 2. Describe what is studied within the field of psychology. 3. Identify examples of how social, political, and economic institutions work together. 4. Analyze the reasons why social institutions change over time. 5. Identify how an individual may influence institutional or group behavior. 6. Analyze the roles that various public and private institutions play as agents of socialization (e.g., schools). 	<ol style="list-style-type: none"> 1. Describe how interaction among people brings about social change (e.g., natives and colonizers, Peace Corps volunteers). 2. Explain how changing topics of self and groups (e.g., minorities, women, children, adolescents) have affected the roles of social institutions. 3. Explain how the changing concept of social institutions affects groups in society (e.g., minorities, women, children, adolescents). 4. Describe how such groups as social clubs, schools, and churches influence the preservation and transmission of culture.

18.C Understand how social systems form and develop over time.

Stage F	Stage G	Stage H
<ol style="list-style-type: none"> 1. Define subsistence strategy. 2. Differentiate among pre-industrial, industrial, and postindustrial societies. 3. Describe how the change from hunter-gatherer to settled society affected social roles. 4. Explain how changes in the mode of production in a society affect educational, governmental, religious, and economic institutions. 	<ol style="list-style-type: none"> 1. Define the concept of diversity. 2. Assess the impact that commonly held beliefs have had on social groups in the United States over time. 3. Describe the contributions of significant individuals and groups to the common belief system of the United States. 4. Describe how citizens and government can cooperate or have cooperated to solve an important social problem. 5. Predict what social problems will become more pressing in the future. 	<ol style="list-style-type: none"> 1. Explain how diverse groups have enriched United States culture. 2. Analyze how the ideals of the Founders have influenced the development of multicultural society in the United States. 3. Explain the impact of prejudice on the operation of United States social, political, and economic institutions over time. 4. Define cultural exchange and provide examples of cultural exchange between two groups.