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# SOCIAL SCIENCE

**State Goals: 14-18**

# SOCIAL SCIENCE

The *Illinois Learning Standards for Social Science* were developed using the 1985 Illinois State Goals for Social Science, the National Standards for World History, the National Standards for United States History, the National Geography Standards, the National Standards for Civics and Government, other various state and national work, and local standards contributed by team members.

The integrated study of the social sciences and humanities promotes civic competence. Within the school program social science provides coordinated, systematic study of such disciplines as anthropology, economics, geography, history, law, political science, and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. The study of social science helps people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The individual disciplines that comprise social science are often taught independently, yet all of these disciplines recognize that they owe much to the others. Students who achieve the standards for social science will have a broad understanding of political and economic systems. They will better understand events, trends, personalities and movements in local, state, national and world history. They will know local, state, national and world geography. They also will grasp how the concepts of social science can help interpret human actions and prepare them for careers and lifelong learning.

## APPLICATIONS OF LEARNING

**Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.**

### SOLVING PROBLEMS

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Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

In social science, solving problems helps students to recognize that individual decisions and actions have consequences—and these consequences affect the way people, groups and nations associate with each other. Students of social science are asked to analyze information from a variety of sources and to solve problems through a rational process based on goals and criteria.

### COMMUNICATING

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Express and interpret information and ideas.

To gather a range of opinions and determine the best course of action, students must interpret information. To study and draw conclusions about social science issues, students need to read and interpret textual and visual information, be able to listen carefully to others, and be able to organize and explain their own ideas using various media.

### USING TECHNOLOGY

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Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Technology today provides a channel through which students can gather knowledge of the past, search information about today and make hypotheses regarding the future. This technology includes databases, computer programs, on-line services and interactive telecommunications. It allows students to gather and process data from a variety of sources, from archives in the Library of Congress to historical art works from around the world. Students can share ideas and information not only with their classmates, but with a “virtual classroom” of students from across the world—social science in action.

**WORKING ON TEAMS**

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Learn and contribute productively as individuals and as members of groups.

Social science is about people’s interactions. Study in this field encourages students to listen carefully to the views of all members of a group and to represent their own points of view appropriately and effectively. The group benefits from the individual knowledge and skills of its members. Each individual—like each part of social science itself—holds an important relationship to the whole.

**MAKING CONNECTIONS**

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Recognize and apply connections of important information and ideas within and among learning areas.

Social science is a highly integrated set of disciplines. Understanding economics requires knowing mathematics; understanding geography requires knowledge of earth science. Students must grasp that the connections between the parts of social science—and their relations to other academic areas—are the key to better understanding how people interact. Students in social science must know data collection and analysis, library and field research, debate, discussion and decision making—all of which are key elements to successful careers.

# SOCIAL SCIENCE

## STATE GOAL 14: Understand political systems, with an emphasis on the United States.















As a result of their schooling students will be able to:

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY
<b>A. Understand and explain basic principles of the United States government.</b>	<b>14.A.1</b> Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.	<b>14.A.2</b> Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.
<b>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</b>	<b>14.B.1</b> Identify the different levels of government as local, state and national.	<b>14.B.2</b> Explain what government does at local, state and national levels.
<b>C. Understand election processes and responsibilities of citizens.</b>	<b>14.C.1</b> Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.	<b>14.C.2</b> Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).
<b>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</b>	<b>14.D.1</b> Identify the roles of civic leaders (e.g., elected leaders, public service leaders).	<b>14.D.2</b> Explain ways that individuals and groups influence and shape public policy.
<b>E. Understand United States foreign policy as it relates to other nations and international issues.</b>	<b>14.E.1</b> Identify relationships that the federal government establishes with other nations.	<b>14.E.2</b> Determine and explain the leadership role of the United States in international settings.
<b>F. Understand the development of United States political ideas and traditions.</b>	<b>14.F.1</b> Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.	<b>14.F.2</b> Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).

**Note:** Examples are designated by "e.g." and enclosed in parentheses. They are meant to guide the teacher as to the general intent of the standards and benchmarks, not to identify all possible items.

## WHY THIS GOAL IS IMPORTANT:

The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through the study of various forms and levels of government and the documents and institutions of the United States, students will develop the skills and knowledge that they need to be contributing citizens, now and in the future.

MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<p><b>14.A.3</b> Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.</p>	<p><b>14.A.4</b> Analyze how local, state and national governments serve the purposes for which they were created. </p>	<p><b>4.A.5</b> Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.</p>
<p><b>14.B.3</b> Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</p>	<p><b>14.B.4</b> Compare the political systems of the United States to other nations. </p>	<p><b>14.B.5</b> Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism). </p>
<p> <b>14.C.3</b> Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p>	<p><b>14.C.4</b> Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States.</p>	<p><b>14.C.5</b> Analyze the consequences of participation and non-participation in the electoral process (e.g., women's suffrage, voter registration, effects of media). </p>
<p> <b>14.D.3</b> 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).</p>	<p><b>14.D.4</b> Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies. </p>	<p><b>14.D.5</b> Interpret a variety of public policies and issues from the perspectives of different individuals and groups.</p>
<p> <b>14.E.3</b> Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).</p>	<p><b>14.E.4</b> Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial). </p>	<p><b>14.E.5</b> Analyze relationships and tensions among members of the international community. </p>
<p> <b>14.F.3a</b> 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.</p> <p><b>14.F.3b</b> Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.</p>	<p><b>14.F.4a</b> Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War). </p> <p><b>14.F.4b</b> Describe how United States' political ideas, practices and technologies have extended rights for Americans in the 20<sup>th</sup> century (e.g., suffrage, civil rights, motor-voter registration). </p>	<p><b>14.F.5</b> Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights). </p>

# SOCIAL SCIENCE

STATE GOAL 15: Understand economic systems, with an emphasis on the United States.

As a result of their schooling students will be able to:

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY
<p><b>A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</b></p>	<p><b>15.A.1a</b> Identify advantages and disadvantages of different ways to distribute goods and services.</p> <p><b>15.A.1b</b> Describe how wages/salaries can be earned in exchange for work.</p>	<p><b>15.A.2a</b> Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.</p> <p><b>15.A.2b</b> Describe how incomes reflect choices made about education and careers.</p> <p><b>15.A.2c</b> Describe unemployment.</p>
<p><b>B. Understand that scarcity necessitates choices by consumers.</b></p>	<p><b>15.B.1</b> Explain why consumers must make choices.</p>	<p><b>15.B.2a</b> Identify factors that affect how consumers make their choices.</p> <p><b>15.B.2b</b> Explain the relationship between the quantity of goods/services purchased and their price.</p> <p><b>15.B.2c</b> Explain that when a choice is made, something else is given up.</p>
<p><b>C. Understand that scarcity necessitates choices by producers.</b></p>	<p><b>15.C.1a</b> Describe how human, natural and capital resources are used to produce goods and services.</p> <p><b>15.C.1b</b> Identify limitations in resources that force producers to make choices about what to produce.</p>	<p><b>15.C.2a</b> Describe the relationship between price and quantity supplied of a good or service.</p> <p><b>15.C.2b</b> Identify and explain examples of competition in the economy.</p> <p><b>15.C.2c</b> Describe how entrepreneurs take risks in order to produce goods or services.</p>

## GOAL 15 CONTINUED

**Note:** Examples are designated by "e.g." and enclosed in parentheses. They are meant to guide the teacher as to the general intent of the standards and benchmarks, not to identify all possible items.

## WHY THIS GOAL IS IMPORTANT:

People's lives are directly affected by the economies of cities, states, nations and the world. All people engage in economic activity: buying, selling, trading, producing and consuming. By understanding economic systems—and how economics blends with other social sciences, students will be able to make more informed choices, prudently use resources and function as effective participants in the economies around them.

### MIDDLE/JUNIOR HIGH SCHOOL

**15.A.3a** Explain how market prices signal producers about what, how and how much to produce.

**15.A.3b** Explain the relationship between productivity and wages.

**15.A.3c** Describe the relationship between consumer purchases and businesses paying for productive resources.

**15.A.3d** Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).

**15.B.3a** Describe the “market clearing price” of a good or service.

**15.B.3b** Explain the effects of choice and competition on individuals and the economy as a whole.

**15.C.3** Identify and explain the effects of various incentives to produce a good or service.

### EARLY HIGH SCHOOL

**15.A.4a** Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources.

**15.A.4b** Describe Gross Domestic Product (GDP).

**15.A.4c** Analyze the impact of inflation on an individual and the economy as a whole.

**15.A.4d** Explain the effects of unemployment on the economy.

**15.B.4a** Explain the costs and benefits of making consumer purchases through differing means (e.g., credit, cash).

**15.B.4b** Analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices.

**15.C.4a** Analyze the impact of political actions and natural phenomena (e.g., wars, legislation, natural disaster) on producers and production decisions.

**15.C.4b** Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy.

### LATE HIGH SCHOOL

**15.A.5a** Explain the impact of various determinants of economic growth (e.g., investments in human/physical capital, research and development, technological change) on the economy.

**15.A.5b** Analyze the impact of economic growth.

**15.A.5c** Analyze the impact of various determinants on the levels of GDP (e.g., quantity/quality of natural/capital resources, size/skills of the labor force).

**15.A.5d** Explain the comparative value of the Consumer Price Index (e.g., goods and services in one year with earlier or later periods).

**15.B.5a** Analyze the impact of changes in non-price determinants (e.g., changes in consumer income, changes in tastes and preferences) on consumer demand.

**15.B.5b** Analyze how inflation and interest rates affect consumer purchasing power.

**15.B.5c** Analyze elasticity as it applies to supply and demand and consumer decisions.

**15.C.5a** Explain how competition is maintained in the United States economy and how the level of competition varies in differing market structures (e.g., monopoly, oligopoly, monopolistic and perfect competition).




**15.C.5b** Explain how changes in non-price determinants of supply (e.g., number of producers) affect producer decisions.

**15.C.5c** Explain how government intervention with market prices can cause shortages or surpluses of a good or service (e.g., minimum wage policies, rent freezes, farm subsidies).

As a result of their schooling students will be able to:

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY
<p><b>D. Understand trade as an exchange of goods or services.</b></p>	<p><b>15.D.1a</b> Demonstrate the benefits of simple voluntary exchanges.</p> <p><b>15.D.1b</b> Know that barter is a type of exchange and that money makes exchange easier.</p>	<p><b>15.D.2a</b> Explain why people and countries voluntarily exchange goods and services.</p> <p><b>15.D.2b</b> Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.</p>
<p><b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b></p>	<p><b>15.E.1</b> Identify goods and services provided by government.</p>	<p><b>15E.2a</b> Explain how and why public goods and services are provided.</p> <p><b>15.E.2b</b> Identify which public goods and services are provided by differing levels of government.</p>

**Note:** Examples are designated by “e.g.” and enclosed in parentheses. They are meant to guide the teacher as to the general intent of the standards and benchmarks, not to identify all possible items.

MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
 <p><b>15.D.3a</b> Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.</p>  <p><b>15.D.3b</b> Explain how comparative advantage forms the basis for specialization and trade among nations.</p> <p><b>15.D.3c</b> Explain how workers can affect their productivity through training and by using tools, machinery and technology.</p>	<p><b>15.D.4a</b> Explain the meaning and importance of "balance of trade" and how trade surpluses and deficits between nations are determined.</p> <p><b>15.D.4b</b> Describe the relationships between the availability and price of a nation's resources and its comparative advantage in relation to other nations.</p> <p><b>15.D.4c</b> Describe the impact of worker productivity (output per worker) on business, the worker and the consumer.</p>	<p><b>15.D.5a</b> Explain how transaction costs affect decisions to produce or consume.</p> <p><b>15.D.5b</b> Analyze why trade barriers and exchange rates affect the flow of goods and services among nations.</p> <p><b>15.D.5c</b> Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing.</p>
 <p><b>15.E.3a</b> Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).</p> <p><b>15.E.3b</b> Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.</p>	<p><b>15.E.4a</b> Explain why government may intervene in a market economy.</p> <p><b>15.E.4b</b> Describe social and environmental benefits and consequences of production and consumption.</p> <p><b>15.E.4c</b> Analyze the relationship between a country's science/technology policies and its level and balance of trade.</p>	<p><b>15.E.5a</b> Explain how and why government redistributes income in the economy.</p> <p><b>15.E.5b</b> Describe how fiscal, monetary and regulatory policies affect overall levels of employment, output and consumption.</p> <p><b>15.E.5c</b> Describe key schools of thought (e.g., classical, Keynesian, monetarist, supply-side) and explain their impact on government policies.</p>












## WHY THIS GOAL IS IMPORTANT:

George Santayana said "those who cannot remember the past are condemned to repeat it." In a broader sense, students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, actions and interactions have led to today's realities. In the process, they can better define their own roles as participating citizens.

MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<p><b>16.A.3a</b> Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</p> <p><b>16.A.3b</b> Make inferences about historical events and eras using historical maps and other historical sources.</p> <p><b>16.A.3c</b> Identify the differences between historical fact and interpretation.</p>	<p><b>16.A.4a</b> Analyze and report historical events to determine cause-and-effect relationships.</p> <p><b>16.A.4b</b> Compare competing historical interpretations of an event.</p>	<p><b>16.A.5a</b> Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p><b>16.A.5b</b> Explain the tentative nature of historical interpretations.</p>
<p><b>16.B.3a (US)</b> 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.</p> <p><b>16.B.3b (US)</b> 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.</p> <p><b>16.B.3c (US)</b> Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.</p> <p><b>16.B.3d (US)</b> Describe ways in which the United States developed as a world political power.</p>	<p><b>16.B.4 (US)</b> Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative).</p>	<p><b>16.B.5a (US)</b> Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy).</p> <p><b>16.B.5b (US)</b> Analyze how United States political history has been influenced by the nation's economic, social and environmental history.</p>
<p><b>16.B.3a (W)</b> Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE.</p> <p><b>16.B.3b (W)</b> Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.</p> <p><b>16.B.3c (W)</b> Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.</p> <p><b>16.B.3d (W)</b> Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.</p>	<p><b>16.B.4a (W)</b> Identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church/state relationships).</p> <p><b>16.B.4b (W)</b> Identify political ideas from the early modern historical era to the present which have had worldwide impact (e.g., nationalism/Sun Yat-Sen, non-violence/Ghandi, independence/Kenyatta).</p>	<p><b>16.B.5a (W)</b> Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.</p> <p><b>16.B.5b (W)</b> Describe how tensions in the modern world are affected by different political ideologies including democracy and totalitarianism.</p> <p><b>16.B.5c (W)</b> Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history.</p>

As a result of their schooling students will be able to:

















LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY
<p><b>C. Understand the development of economic systems.</b></p>	<p><b>16.C.1a (US)</b> Describe how Native American people in Illinois engaged in economic activities with other tribes and traders in the region prior to the Black Hawk War.</p> <p><b>16.C.1b (US)</b> Explain how the economy of the students' local community has changed over time.</p> <hr/> <p><b>16.C.1a (W)</b> Identify how people and groups in the past made economic choices (e.g., crops to plant, products to make, products to trade) to survive and improve their lives.</p> <p><b>16.C.1b (W)</b> Explain how trade among people brought an exchange of ideas, technology and language.</p>	<p><b>16.C.2a (US)</b> Describe how slavery and indentured servitude influenced the early economy of the United States.</p> <p><b>16.C.2b (US)</b> Explain how individuals, including John Deere, Thomas Edison, Robert McCormack, George Washington Carver and Henry Ford, contributed to economic change through ideas, inventions and entrepreneurship.</p> <p><b>16.C.2c (US)</b> Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.</p> <hr/> <p><b>16.C.2a (W)</b> Describe the economic consequences of the first agricultural revolution, 4000 BCE-1000 BCE.</p> <p><b>16.C.2b (W)</b> Describe the basic economic systems of the world's great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000 BCE - 500 CE.</p> <p><b>16.C.2c (W)</b> Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of the capitalism and the information/communication revolution.</p>

MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<p> <b>16.C.3a (US)</b> Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.</p> <p> <b>16.C.3b (US)</b> Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p> <p> <b>16.C.3c (US)</b> Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.</p>	<p><b>16.C.4a (US)</b> Explain how trade patterns developed between the Americas and the rest of the global economy, 1500 - 1840.</p> <p><b>16.C.4b (US)</b> Analyze the impact of westward expansion on the United States economy.</p> <p><b>16.C.4c (US)</b> Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.</p> <p></p>	<p><b>16.C.5a (US)</b> Analyze how and why the role of the United States in the world economy has changed since World War II.</p> <p><b>16.C.5b (US)</b> Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history.</p> <p></p>
<p> <b>16.C.3a (W)</b> Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.</p> <p> <b>16.C.3b (W)</b> Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.</p> <p> <b>16.C.3c (W)</b> Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.</p>	<p><b>16.C.4a (W)</b> Describe the growing dominance of American and European capitalism and their institutions after 1500.</p> <p><b>16.C.4b (W)</b> Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.</p> <p><b>16.C.4c (W)</b> Describe the impact of key individuals/ideas from 1500 - present, including Adam Smith, Karl Marx and John Maynard Keynes.</p> <p><b>16.C.4d (W)</b> Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism.</p>	<p><b>16.C.5a (W)</b> Explain how industrial capitalism became the dominant economic model in the world.</p> <p></p> <p><b>16.C.5b (W)</b> Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems.</p> <p><b>16.C.5c (W)</b> Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history.</p>

As a result of their schooling students will be able to:

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY
<p><b>D. Understand Illinois, United States and world social history.</b></p>	<p><b>16.D.1 (US)</b> Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.</p>	<p><b>16.D.2a (US)</b> Describe the various individual motives for settling in colonial America.</p> <p><b>16.D.2b (US)</b> Describe the ways in which participation in the westward movement affected families and communities.</p> <p><b>16.D.2c (US)</b> Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage and Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States.</p>
	<p><b>16.D.1 (W)</b> Identify how customs and traditions from around the world influence the local community.</p>	<p><b>16.D.2 (W)</b> Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa).</p>
<p><b>E. Understand Illinois, United States and world environmental history.</b></p>	<p><b>16.E.1 (US)</b> Describe how the local environment has changed over time.</p>	<p><b>16.E.2a (US)</b> Identify environmental factors that drew settlers to the state and region.</p> <p><b>16.E.2b (US)</b> Identify individuals and events in the development of the conservation movement including John Muir, Theodore Roosevelt and the creation of the National Park System.</p> <p><b>16.E.2c (US)</b> Describe environmental factors that influenced the development of transportation and trade in Illinois.</p>
	<p><b>16.E.1 (W)</b> Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.</p>	<p><b>16.E.2a (W)</b> Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments.</p> <p><b>16.E.2b (W)</b> Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.</p>

**Note:** Examples are designated by "e.g." and enclosed in parentheses. They are meant to guide the teacher as to the general intent of the standards and benchmarks, not to identify all possible items.

MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<p> <b>16.D.3a (US)</b> Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.</p> <p> <b>16.D.3b (US)</b> Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.</p>	<p><b>16.D.4a (US)</b> Describe the immediate and long-range social impacts of slavery.</p> <p><b>16.D.4b (US)</b> Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity).</p> <p></p>	<p><b>16.D.5 (US)</b> Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</p> <p></p>
<p> <b>16.D.3 (W)</b> Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.</p>	<p><b>16.D.4 (W)</b> Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.</p> <p></p>	<p><b>16.D.5 (W)</b> Analyze the relationship between an issue in world social history and the related aspects of political, economic and environmental history.</p> <p></p>
<p> <b>16.E.3a (US)</b> Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.</p> <p> <b>16.E.3b (US)</b> Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</p> <p> <b>16.E.3c (US)</b> Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.</p>	<p><b>16.E.4a (US)</b> Describe the causes and effects of conservation and environmental movements in the United States, 1900 - present.</p> <p><b>16.E.4b (US)</b> Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).</p> <p></p>	<p><b>16.E.5a (US)</b> Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities.</p> <p><b>16.E.5b (US)</b> Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history.</p> <p></p>
<p> <b>16.E.3a (W)</b> Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE.</p> <p> <b>16.E.3b (W)</b> Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE - 1500 CE.</p>	<p><b>16.E.4a (W)</b> Describe how cultural encounters among peoples of the world (e.g., Colombian exchange, opening of China and Japan to external trade, building of Suez canal) affected the environment, 1500 - present.</p> <p><b>16.E.4b (W)</b> Describe how migration has altered the world's environment since 1450.</p> <p></p>	<p><b>16.E.5a (W)</b> Analyze how technological and scientific developments have affected human productivity, human comfort and the environment.</p> <p><b>16.E.5b (W)</b> Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.</p> <p></p>

# SOCIAL SCIENCE

STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.




As a result of their schooling students will be able to:

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY
<p><b>A. Locate, describe and explain places, regions and features on the Earth.</b></p>	<p><b>17.A.1a</b> Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).</p> <p><b>17.A.1b</b> Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.</p>	<p><b>17.A.2a</b> Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards.</p> <p><b>17.A.2b</b> Use maps and other geographic representations and instruments to gather information about people, places and environments.</p>
<p><b>B. Analyze and explain characteristics and interactions on the Earth's physical systems.</b></p>	<p><b>17.B.1a</b> Identify components of the Earth's physical systems.</p> <p><b>17.B.1b</b> Describe physical components of ecosystems.</p>	<p><b>17.B.2a</b> Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement.</p> <p><b>17.B.2b</b> Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra.</p>
<p><b>C. Understand relationships between geographic factors and society.</b></p>	<p><b>17.C.1a</b> Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).</p> <p><b>17.C.1b</b> Identify opportunities and constraints of the physical environment.</p> <p><b>17.C.1c</b> Explain the difference between renewable and nonrenewable resources.</p>	<p><b>17.C.2a</b> Describe how natural events in the physical environment affect human activities.</p> <p><b>17.C.2b</b> Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications).</p> <p><b>17.C.2c</b> Explain how human activity affects the environment.</p>
<p><b>D. Understand the historical significance of geography.</b></p>	<p><b>17.D.1</b> Identify changes in geographic characteristics of a local region (e.g., town, community).</p>	<p><b>17.D.2a</b> Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.</p> <p><b>17.D.2b</b> Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.</p>

**Note:** Examples are designated by "e.g." and enclosed in parentheses. They are meant to guide the teacher as to the general intent of the standards and benchmarks, not to identify all possible items.

## WHY THIS GOAL IS IMPORTANT:

The need for geographic literacy has never been greater or more obvious than in today's tightly interrelated world. Students must understand the world's physical features, how they blend with social systems and how they affect economies, politics and human interaction. Isolated geographic facts are not enough. To grasp geography and its effect on individuals and societies, students must know the broad concepts of spatial patterns, mapping, population and physical systems (land, air, water). The combination of geographic facts and broad concepts provides a deeper understanding of geography and its effects on individuals and societies.

MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<p><b>17.A.3a</b> Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).</p> <p><b>17.A.3b</b> Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.</p>	<p><b>17.A.4a</b> Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).</p> <p><b>17.A.4b</b> Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.</p>	<p><b>17.A.5</b> Demonstrate how maps, other geographic instruments and technologies are used to solve spatial problems (e.g., land use, ecological concerns).</p>
<p> <b>17.B.3a</b> 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.</p> <p><b>17.B.3b</b> Explain how changes in components of an ecosystem affect the system overall.</p>	<p><b>17.B.4a</b> Explain the dynamic interactions within and among the Earth's physical systems including variation, productivity and constructive and destructive processes.</p> <p><b>17.B.4b</b> Analyze trends in world demographics as they relate to physical systems.</p>	<p><b>17.B.5</b> Analyze international issues and problems using ecosystems and physical geography concepts.</p>
<p> <b>17.C.3a</b> Explain how human activity is affected by geographic factors.</p> <p><b>17.C.3b</b> Explain how patterns of resources are used throughout the world.</p> <p><b>17.C.3c</b> Analyze how human processes influence settlement patterns including migration and population growth.</p>	<p><b>17.C.4a</b> Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities.</p> <p><b>17.C.4b</b> Analyze growth trends in selected urban areas as they relate to geographic factors.</p> <p><b>17.C.4c</b> Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban).</p>	<p><b>17.C.5a</b> Compare resource management methods and policies in different regions of the world.</p> <p><b>17.C.5b</b> Describe the impact of human migrations and increased urbanization on ecosystems.</p> <p><b>17.C.5c</b> Describe geographic factors that affect cooperation and conflict among societies.</p>
<p> <b>17.D.3a</b> Explain how and why spatial patterns of settlement change over time.</p> <p><b>17.D.3b</b> Explain how interactions of geographic factors have shaped present conditions.</p>	<p><b>17.D.4</b> Explain how processes of spatial change have affected human history (e.g., resource development and use, natural disasters).</p>	<p><b>17.D.5</b> Analyze the historical development of a current issue involving the interaction of people and geographic factors (e.g., mass transportation, changes in agricultural subsidies, flood control).</p>

# SOCIAL SCIENCE

STATE GOAL 18: Understand social systems, with an emphasis on the United States.




As a result of their schooling students will be able to:

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY
<p><b>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</b></p>	<p><b>18.A.1</b> Identify folklore from different cultures which became part of the heritage of the United States.</p>	<p><b>18.A.2</b> Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.</p>
<p><b>B. Understand the roles and interactions of individuals and groups in society.</b></p>	<p><b>18.B.1a</b> Compare the roles of individuals in group situations (e.g., student, committee member, employee/employer).</p> <p><b>18.B.1b</b> Identify major social institutions in the community.</p>	<p><b>18.B.2a</b> Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).</p> <p><b>18.B.2b</b> Describe the ways in which institutions meet the needs of society.</p>
<p><b>C. Understand how social systems form and develop over time.</b></p>	<p><b>18.C.1</b> Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.</p>	<p><b>18.C.2</b> Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.</p>

**Note:** Examples are designated by "e.g." and enclosed in parentheses. They are meant to guide the teacher as to the general intent of the standards and benchmarks, not to identify all possible items.

## WHY THIS GOAL IS IMPORTANT:

A study of social systems has two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and explain how cultural contributions shape societies over time. The second aspect is the interaction among individuals, groups and institutions. Students should know how and why groups and institutions are formed, what roles they play in society, and how individuals and groups interact with and influence institutions.

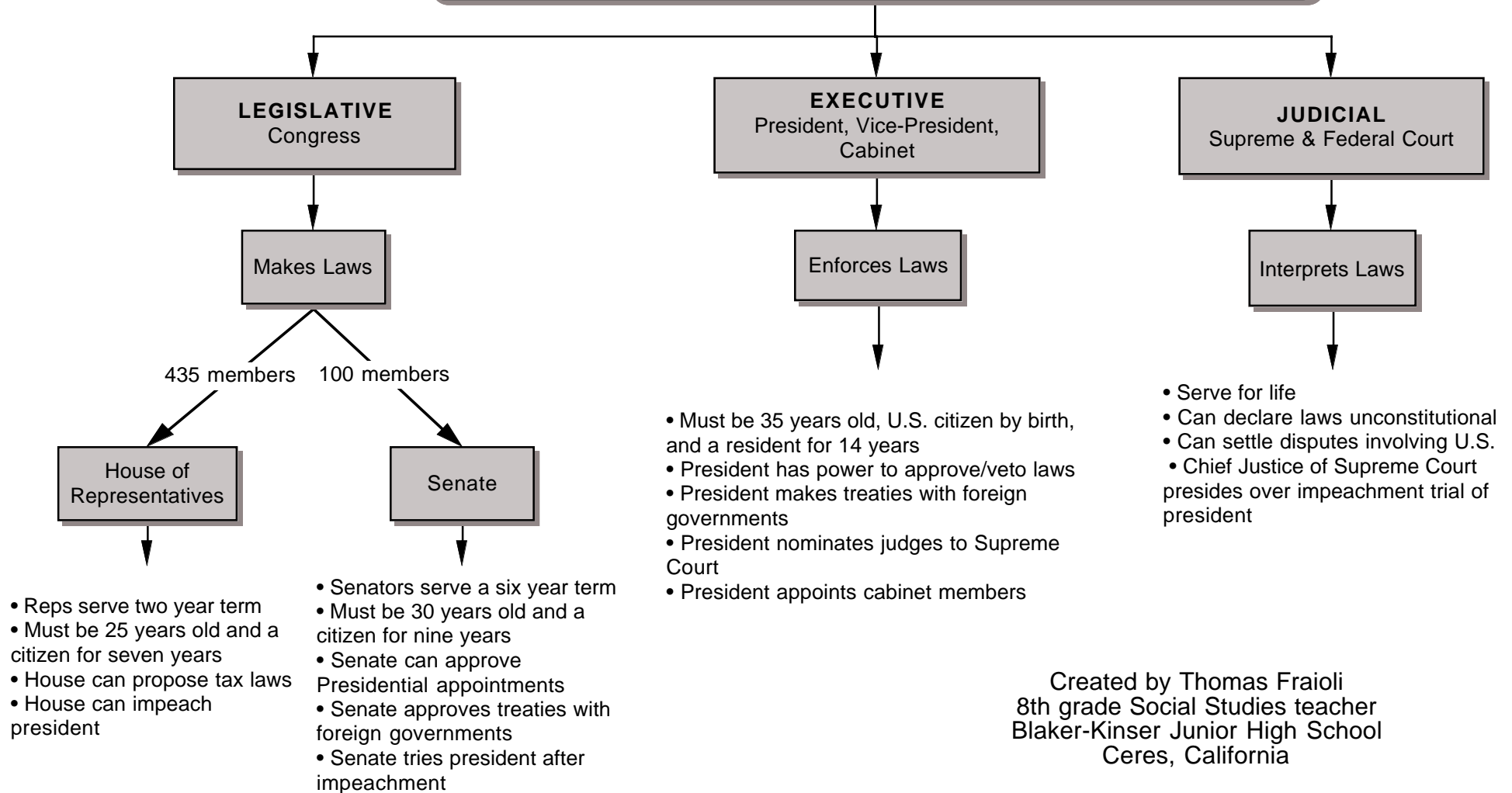
MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
 <p><b>18.A.3</b> Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p>	<p><b>18.A.4</b> Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.</p>	<p><b>18.A.5</b> Compare ways in which social systems are affected by political, environmental, economic and technological changes.</p>
 <p><b>18.B.3a</b> Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p> <p><b>18.A.3b</b> Explain how social institutions contribute to the development and transmission of culture.</p>	<p><b>18.B.4</b> Analyze various forms of institutions (e.g., educational, military, charitable, governmental).</p>	<p><b>18.B.5</b> Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.</p>
 <p><b>18.C.3a</b> 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).</p> <p><b>18.C.3b</b> Explain how diverse groups have contributed to U.S. social systems over time.</p>	<p><b>18.C.4a</b> Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).</p> <p><b>18.C.4b</b> Analyze major contemporary cultural exchanges as influenced by worldwide communications.</p>	<p><b>18.C.5</b> Analyze how social scientists' interpretations of societies, cultures and institutions change over time.</p>

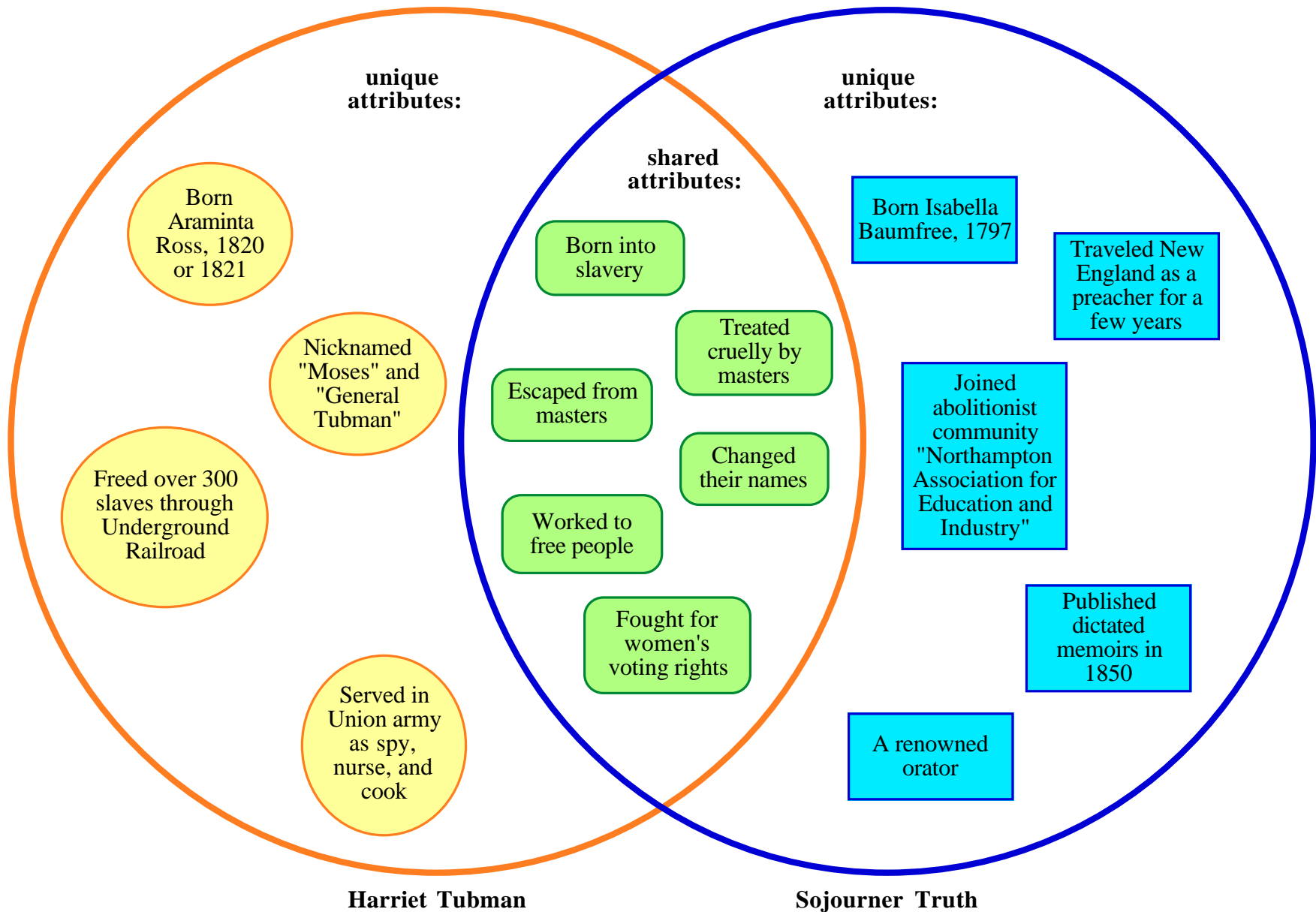
★ **Social Studies Examples** ★

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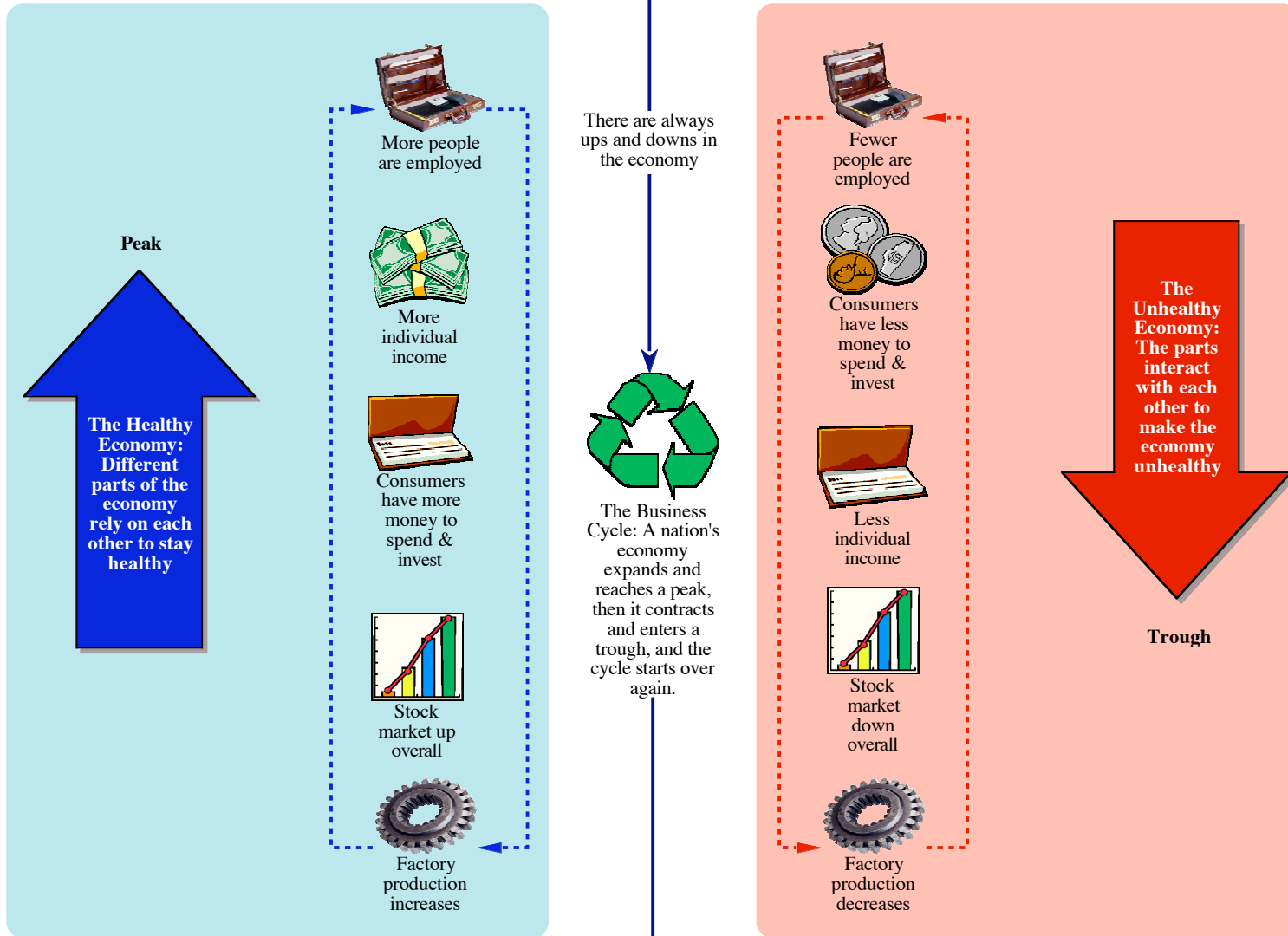
# Branches of U.S. Government





Q.

What is a recession?



A.

If the economy remains unhealthy for six or more months, it is considered a recession.

