



Exploring Our World

People, Places, and Cultures

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STANDARDS	PAGE REFERENCES
STATE GOAL 14: Understand political systems, with an emphasis on the United States.	
A. Understand and explain basic principles of the United States government.	
14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.	Student Edition: 140 <i>Reading Check</i> 141 Teacher Wraparound Edition: CT 140
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	
14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.	Student Edition: 140-141 <i>Reading Check</i> 141 <i>You Decide</i> 142-143 Teacher Wraparound Edition: A 143; AC 143; CT 140, 143; DI 141; FF 142; RS 142; T 142; WS 140

STANDARDS	PAGE REFERENCES
C. Understand election processes and responsibilities of citizens.	
<p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p>	<p>Student Edition: 140-141, 145-146 <i>Section Review</i> 141 #6 <i>Reading Check</i> 147 <i>World Literature</i> 148</p> <p>Teacher Wraparound Edition: A 137; T 145, 148</p>
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	
<p>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).</p>	<p>Student Edition: 140 <i>Section Review</i> 141 #6</p> <p>Teacher Wraparound Edition: A 137; DI 141; WS 140</p>
E. Understand United States foreign policy as it relates to other nations and international issues.	
<p>14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).</p>	<p>Student Edition: 169-172 <i>Caption Question</i> 169 <i>Reading Check</i> 171, 172</p> <p>Teacher Wraparound Edition: C 172; CT 169, 170; DI 169; RS 170; SP 171; WS 171</p>
F. Understand the development of United States political ideas and traditions.	
<p>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.</p>	<p>Student Edition: 301</p> <p>Teacher Wraparound Edition: CT 301</p>
<p>14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.</p>	<p>Student Edition: 141 <i>Section Review</i> 141 #7</p> <p>Teacher Wraparound Edition: DI 141</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 15: Understand economic systems, with an emphasis on the United States.	
A. Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services.	
15.A.3a Explain how market prices signal producers about what, how and how much to produce.	Student Edition: 94, 159, 239, 409 Teacher Wraparound Edition: A 749; CT 239
15.A.3b Explain the relationship between productivity and wages.	Student Edition: 325 <i>Caption Question 325</i> Teacher Wraparound Edition: RS 325
15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.	Students may describe this relationship using information found on the following pages: Student Edition: 94, 95, 96, 159
15.A.3d Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).	Student Edition: 160, 410 <i>TIME Perspectives 635</i> Teacher Wraparound Edition: A 635
B. Understand that scarcity necessitates choices by consumers.	
15.B.3a Describe the "market clearing price" of a good or service.	Information related to prices is found on the following pages: Student Edition: 94, 159, 409 Teacher Wraparound Edition: RS 94
15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.	Student Edition: 235-236, 409-410, 657, 730-731, 738 <i>Caption Question 235</i> <i>You Decide 658-659</i> <i>TIME Perspectives 634-635, 749</i> Teacher Wraparound Edition: A 634, 635, 659; AC 659; CT 659; RS 730; WS 410

STANDARDS	PAGE REFERENCES
C. Understand that scarcity necessitates choices by producers.	
15.C.3 Identify and explain the effects of various incentives to produce a good or service.	Student Edition: 96, 169, 540, 578, 711, 712 <i>TIME Perspectives</i> 244 Teacher Wraparound Edition: A 91, 244, 245; CT 169, 244, 711; DI 244; RS 578
D. Understand trade as an exchange of goods or services.	
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.	Student Edition: 95-96, 169-170, 235-236, 573, 737-738 <i>You Decide</i> 90-91 <i>Reading Check</i> 171 <i>TIME Perspectives</i> 749 Teacher Wraparound Edition: A 91, 577; CT 573; FF 90; HOCP 330; RS 90; SP 96; WS 95
15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.	Student Edition: 95, 159, 327, 330, 335, 657, 814, 815-816 <i>Section Review</i> 337 #4, 816 #4 <i>Reading Check</i> 814 Teacher Wraparound Edition: RS 95
15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.	Student Edition: 336, 663, 746
E. Understand the impact of government policies and decisions on production and consumption in the economy.	
15.E.3a Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).	Student Edition: 95, 170, 328 Teacher Wraparound Edition: WS 95
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.	Student Edition: 159, 161

STANDARDS	PAGE REFERENCES
<p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p>	
<p>A. Apply the skills of historical analysis and interpretation.</p>	
<p>16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</p>	<p>Student Edition: 16 <i>Geography & History</i> 62, 123, 197, 281, 395, 489, 556, 616, 713, 798 <i>Skills Handbook</i> 842 Teacher Wraparound Edition: CT 842; DI 16; SP 16, 842</p>
<p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p>	<p>Student Edition: <i>Geography Skills Handbook</i> 30 <i>Geography & History</i> 62, 123, 197, 281, 395, 489, 556, 616, 713, 798 <i>Map Skills</i> 135, 210, 296, 457, 461, 550, 628, 641, 709, 756, 796 Teacher Wraparound Edition: CT 756; GSA 30; SP 135, 210, 296, 461, 641</p>
<p>16.A.3c Identify the differences between historical fact and interpretation.</p>	<p>Student Edition: <i>Reading Social Studies</i> 270-271, 606-607 Teacher Wraparound Edition: AI 271, 607; LI 270, 606; PI 271, 607; RS 270, 271, 606, 607</p>
<p>B. Understand the development of significant political events.</p>	
<p>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.</p>	<p>Information on the colonial period is found on the following page: Student Edition: 136 Teacher Wraparound Edition: A 139</p>
<p>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.</p>	<p>Student Edition: 136, 140-141 Teacher Wraparound Edition: CT 140; DI 141; SP 136; WS 140</p>
<p>16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.</p>	<p>Student Edition: 141 Teacher Wraparound Edition: DI 141</p>

STANDARDS	PAGE REFERENCES
<p>16.B.3d (US) Describe ways in which the United States developed as a world political power.</p>	<p>Student Edition: 137-138 <i>Caption Question</i> 138 <i>Reading Check</i> 138 Teacher Wraparound Edition: RS 137</p>
<p>16.B.3a (W) 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>Student Edition: 295-297, 629, 705, 706 <i>Caption Question</i> 297 <i>Section Review</i> 303 #2, #5 Teacher Wraparound Edition: CT 295; DI 296, 297, 706; RS 705; WS 629</p>
<p>16.B.3b (W) 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>Student Edition: 297, 460, 550, 705-706 <i>History at a Glance</i> 300-301, 463, 552-553, 710-711 <i>Map Skills</i> 461 Teacher Wraparound Edition: DI 706; RS 460; SP 461; WS 550</p>
<p>16.B.3c (W) Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.</p>	<p>Student Edition: 298 Teacher Wraparound Edition: DI 298; HOCP 298, 311, 313</p>
<p>16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.</p>	<p>Student Edition: 135-136, 210-213, 551-553, 630-631, 709-710 <i>Picture This</i> 134 <i>Reading Check</i> 211 <i>Map Skills</i> 554 Teacher Wraparound Edition: A 212; CT 212, 552, 553, 630, 631; DI 551, 554, 630, 631; WS 631</p>
<p>C. Understand the development of economic systems.</p>	
<p>16.C.3a (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.</p>	<p>Student Edition: 135-136, 210-211 <i>Reading Check</i> 211 Teacher Wraparound Edition: RS 211</p>

STANDARDS	PAGE REFERENCES
<p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p>	<p>Student Edition: 136-137</p> <p>Teacher Wraparound Edition: CT 137; RS 136</p>
<p>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.</p>	<p>Information on economic developments after 1865 is found on the following page:</p> <p>Student Edition: 137</p> <p>Teacher Wraparound Edition: CT 137</p>
<p>16.C.3a (W) 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>Student Edition: 299, 461, 550, 629, 705-706</p> <p><i>Reading Check</i> 550</p> <p>Teacher Wraparound Edition: CT 299, 706; WS 550</p>
<p>16.C.3b (W) Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.</p>	<p>Student Edition: 135, 209-210</p> <p>Teacher Wraparound Edition: CT 209; DI 210</p>
<p>16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500-present.</p>	<p>Student Edition: 86-87, 136, 214, 302, 825-826</p> <p><i>TIME Perspectives</i> 77-79</p> <p><i>Review and Assess</i> 81 #4-#5</p> <p><i>Caption Question</i> 214</p> <p><i>History & Geography</i> 281, 395</p> <p>Teacher Wraparound Edition: A 87, 281, 302, 395; B 77; CT 281, 826; DI 214; F 77; RS 136, 302</p>
<p>D. Understand Illinois, United States and world social history.</p>	
<p>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.</p>	<p>Information on the colonial/frontier period is found on the following page:</p> <p>Student Edition: 136</p>
<p>16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.</p>	<p>Information on the colonial/frontier period and the 19th century is found on the following page:</p> <p>Student Edition: 136</p>

STANDARDS	PAGE REFERENCES
<p>16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.</p>	<p>Student Edition: 75-76, 136-137, 219, 551, 581, 582, 631, 716, 746 <i>TIME Perspectives</i> 585</p> <p>Teacher Wraparound Edition: C 76; CT 581; DI 551; RS 75, 551; WS 76, 551, 716</p>
<p>E. Understand Illinois, United States and world environmental history.</p>	
<p>16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.</p>	<p>Information on the United States prior to 1818 is found on the following page:</p> <p>Student Edition: 136</p> <p>Teacher Wraparound Edition: CT 136; HOCP 74, 83, 94, 97; RS 136</p>
<p>16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</p>	<p>Information on the United States prior to 1818 is found on the following page:</p> <p>Student Edition: 136</p> <p>Teacher Wraparound Edition: CT 136; HOCP 74, 83, 94, 97; RS 136</p>
<p>16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850-present, on the environment.</p>	<p>Student Edition: 147, 172</p> <p>Teacher Wraparound Edition: CT 147, 172; HOCP 74, 83, 94, 97</p>
<p>16.E.3a (W) 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>Student Edition: 457-458, 705 <i>Map Skills</i> 457</p> <p>Teacher Wraparound Edition: A 457; CT 458</p>
<p>16.E.3b (W) Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE-1500 CE.</p>	<p>Student Edition: 299, 706</p> <p>Teacher Wraparound Edition: CT 299; FF 299</p>

STANDARDS	PAGE REFERENCES
<p>STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p>	
<p>A. Locate, describe and explain places, regions and features on the Earth.</p>	
<p>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).</p>	<p>Student Edition: 24-25 <i>Reference Atlas</i> RA2-RA31 <i>Skills Practice</i> 25 Teacher Wraparound Edition: A 24; FF 25; GSA 24, 25</p>
<p>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.</p>	<p>Student Edition: 16-17 <i>Geography Skills Handbook</i> 22-33 <i>Skills Handbook</i> 840, 844 NOTE: A list of all maps in the text is located on pages T14-T17; a list of all diagrams, charts and graphs is located on pages T18-TT20. Teacher Wraparound Edition: A 22, 23, 26, 27, 28, 29, 30, 31, 32, 33; DI 840; GSA 22, 23, 26, 27, 29, 30, 31, 32, 33; RS 840, 844</p>
<p>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</p>	
<p>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.</p>	<p>Student Edition: 46-48, 53-54, 56-61 <i>Map Skills</i> 47, 56 <i>Reading Check</i> 48 <i>Section Review</i> 54 #3, 61 #2-#3, #5 Teacher Wraparound Edition: A 60; C 48; CT 48, 54, 59; DI 58, 60; HOCP 56; RS 46, 56, 58, 60; SP 47, 56; WS 53</p>
<p>17.B.3b Explain how changes in components of an ecosystem affect the system overall.</p>	<p>Student Edition: 64-66, 171-172 <i>Geography & History</i> 62 <i>Reading Check</i> 65 <i>Section Review</i> 66 #5 <i>TIME Perspectives</i> 820 Teacher Wraparound Edition: A 62; CT 820; DI 66; HOCP 65; RS 62, 64; WS 64, 171</p>

STANDARDS	PAGE REFERENCES
C. Understand relationships between geographic factors and society.	
<p>17.C.3a Explain how human activity is affected by geographic factors.</p>	<p>Student Edition: 18-20, 52, 74, 117-122, 125-128, 443-446, 447-450, 777-779, 783-786 <i>Big Idea</i> 49, 442, 447 <i>Geography & You</i> 119, 121, 444 <i>Geography & History</i> 123 <i>Caption Question</i> 444 Teacher Wraparound Edition: A 19, 60, 120, 123; C 128; CT 53, 117, 118, 121, 125, 126, 450; RS 122, 123; SP 50, 778, 783; WS 449, 784</p>
<p>17.C.3b Explain how patterns of resources are used throughout the world.</p>	<p>Student Edition: 121-122, 195-196, 278-279, 375, 444-445, 534-535, 613, 692-693, 779 <i>Reading Check</i> 375, 535 <i>Graph Skills</i> 445 Teacher Wraparound Edition: A 121, 278; C 375; CT 121, 196, 278, 690; DI 195, 278, 535; RS 121, 278, 444; SP 195, 613; WS 195, 375</p>
<p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p>	<p>Student Edition: 72-76, 219-220, 308, 559 <i>Graph Skills</i> 73 <i>Reading Check</i> 73, 74, 76 <i>Map Skills</i> 75 <i>Section Review</i> 76 #5-#7 <i>TIME Perspectives</i> 583-585 <i>Review and Assess</i> 587 #6-#7 Teacher Wraparound Edition: A 308, 587; B 583; C 76; CT 73; RS 75, 220; SP 73, 74, 585; WS 75, 76, 559</p>

STANDARDS	PAGE REFERENCES
D. Understand the historical significance of geography.	
<p>17.D.3a Explain how and why spatial patterns of settlement change over time.</p>	<p>Student Edition: 73, 75-76, 219-220, 559, 716 <i>Graph Skills</i> 73 <i>Reading Check</i> 73, 74, 76 <i>Map Skills</i> 75 <i>Section Review</i> 76 #5-#7 <i>TIME Perspectives</i> 583-585 Teacher Wraparound Edition: A 587; C 76; CT 73; RS 75, 220; SP 73; WS 75, 76, 559, 716</p>
<p>17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p>	<p>Student Edition: <i>Geography & History</i> 62, 123, 197, 281, 395, 489, 556, 616, 713, 798 Teacher Wraparound Edition: A 62, 123, 197, 281, 395, 489, 556, 616, 713; CT 489; RS 62, 713; SP 281, 489; WS 197</p>
STATE GOAL 18: Understand social systems, with an emphasis on the United States.	
A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	
<p>18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p>	<p>Student Edition: 146-147, 149-150, 221, 224, 311-312, 397-398, 472-473, 640, 642-643 <i>Caption Question</i> 146 <i>World Literature</i> 51, 148, 222, 324, 381, 470, 590, 655, 717, 802 Teacher Wraparound Edition: A 221; AR 51, 148, 222, 324, 381, 470, 590, 655, 717, 802; CT 221; DI 149; HOCP 298, 311, 313; RS 146; T 51, 148, 222, 324, 381, 470, 590, 655, 717, 802; WS 146</p>

STANDARDS	PAGE REFERENCES
B. Understand the roles and interactions of individuals and groups in society.	
<p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p>	<p>Student Edition: 146, 219, 223, 309, 310-311, 397, 459-461, 471-472, 475-476, 564 <i>TIME Journal</i> 154-155, 228-229, 316-317, 404-405, 480-481, 568-569, 648-649, 724-725, 808-809 <i>Picture This</i> 218 <i>Caption Question</i> 223, 397 <i>Reading Check</i> 398, 564 Teacher Wraparound Edition: A 405; C 476; CT 154, 311, 724; DI 228, 397, 564; SP 223, 724; WS 568</p>
<p>18.B.3b Explain how social institutions contribute to the development and transmission of culture.</p>	<p>Student Edition: 146, 223, 309, 310-311, 397, 459-461, 471-472, 475-476, 564 <i>TIME Journal</i> 154-155, 228-229, 316-317, 404-405, 480-481, 568-569, 648-649, 724-725, 808-809 Teacher Wraparound Edition: C 476; CT 154, 311, 724; DI 397; SIIR 405; SP 223, 724</p>
C. Understand how social systems form and develop over time.	
<p>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).</p>	<p>Student Edition: 140-141, 145-147 <i>Section Review</i> 141 #7 <i>World Literature</i> 148 Teacher Wraparound Edition: DI 141; RS 146; T 147</p>
<p>18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.</p>	<p>Student Edition: 145-147 <i>World Literature</i> 148 Teacher Wraparound Edition: A 137; CT 145; DI 146; HOCP 135, 151; T 147</p>