



The
**AMERICAN
VISION**

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| STANDARDS | PAGE REFERENCES |
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| EARLY HIGH SCHOOL | |
| STATE GOAL 14: Understand political systems, with an emphasis on the United States. | |
| 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. | |
| A. Understand and explain basic principles of the United States government. | |
| <p>14.A.4 Analyze how local, state and national governments serve the purposes for which they were created.</p> | <p>Student Edition: 29, 38, 46-47, 60-61, 67, 68, 120-122 <i>Critical Thinking</i> 33 #7</p> <p>Teacher Wraparound Edition: C 61; CT 38, 121; F 120; RS 68</p> |
| B. Understand the structures and functions of the political systems of Illinois, the United States and other nations. | |
| <p>14.B.4 Compare the political systems of the United States to other nations.</p> | <p>Student Edition: 120-129, 382-385, 694-695, 760-761 <i>Infographic</i> 122-123, 124-125, 126-127</p> <p>Teacher Wraparound Edition: C 129, 674; CT 121; RS 125</p> |

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| C. Understand election processes and responsibilities of citizens. | |
| <p>14.C.4 Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States.</p> | <p>Student Edition: 128-129, 560-561, 840, 1010 <i>Critical Thinking</i> 129 #4 <i>Past and Present</i> 840-841</p> <p>Teacher Wraparound Edition: Ac 840, 1010; RS 1010</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.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.</p> | <p>Student Edition: 854-855, 859, 872, 910-911, 914-919, 984-985</p> <p>Teacher Wraparound Edition: Ac 855; C 857, 913, 919; CT 859, 984; RS 854</p> |
| E. Understand United States foreign policy as it relates to other nations and international issues. | |
| <p>14.E.4 Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial).</p> | <p>Student Edition: 316-317, 504-511, 686-687, 937-939, 951, 979-981, 992-993, 1014-1015, 1036-1041</p> <p><i>Infographic</i> 686 <i>National Geographic</i> 509</p> <p>Teacher Wraparound Edition: C 511, 939, 951; CT 937; RS 1014; T 505; WS 979</p> |
| F. Understand the development of United States political ideas and traditions. | |
| <p>14.F.4a 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>Student Edition: 316, 520, 522, 540-541, 542, 673</p> <p><i>Critical Thinking</i> 541 #5 <i>Primary Source</i> 522-523</p> <p>Teacher Wraparound Edition: CT 522; HO 521; RS 522</p> |

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| <p>14.F.4b Describe how United States political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).</p> | <p>Student Edition: 850-852, 854-857, 858-867, 870-875, 914-919, 920-925, 957 <i>Analyzing Supreme Court Cases</i> 853 <i>Primary Source</i> 956 <i>Timeline</i> 860-861</p> <p>Teacher Wraparound Edition: C 241, 875, 957; EC 916; RS 854, 864; T 853</p> |
| <p>STATE GOAL 15: Understand economic systems, with an emphasis on the United States.</p> | |
| <p>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.</p> | |
| <p>A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</p> | |
| <p>15.A.4a Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources.</p> | <p>Student Edition: 40-41, 188-189, 414-415, 527, 530, 764-765 <i>Critical Thinking</i> 41 #6, 193 #6, 765 #5 <i>Main Idea</i> 415 #4</p> <p>Teacher Wraparound Edition: C 41, 415</p> |
| <p>15.A.4b Describe Gross Domestic Product (GDP).</p> | <p>Student Edition: 410 <i>Primary Source</i> 1024 <i>Vocabulary</i> 415</p> <p>Teacher Wraparound Edition: SP 1024</p> |
| <p>15.A.4c Analyze the impact of inflation on an individual and the economy as a whole.</p> | <p>Student Edition: 58, 103, 228, 470, 574, 947-948, 949, 976</p> <p>Teacher Wraparound Edition: Ac 102; DI 734</p> |

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| <p>15.A.4d Explain the effects of unemployment on the economy.</p> | <p>Student Edition: 633, 976 <i>Critical Thinking</i> 603 #5 <i>Primary Source</i> 592-593, 949</p> <p>Teacher Wraparound Edition: DI 716</p> |
| <p>B. Understand that scarcity necessitates choices by consumers.</p> | |
| <p>15.B.4a Explain the costs and benefits of making consumer purchases through differing means (e.g., credit, cash).</p> | <p>Student Edition: 600-601, 632-633, 654-655, 800 <i>Critical Thinking</i> 603 #5</p> <p>Teacher Wraparound Edition: Ac 654; CT 600</p> |
| <p>15.B.4b Analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices.</p> | <p>Student Edition: 58, 103, 228, 470, 574, 734, 947-948, 949, 976</p> <p>Teacher Wraparound Edition: Ac 102; CT 734; DI 734</p> |
| <p>C. Understand that scarcity necessitates choices by producers.</p> | |
| <p>15.C.4a Analyze the impact of political actions and natural phenomena (e.g., wars, legislation, natural disaster) on producers and production decisions.</p> | <p>Student Edition: 314-316, 462-463, 556-558, 635, 714-717 <i>Critical Thinking</i> 561 #4</p> <p>Teacher Wraparound Edition: C 319, 561; CT 715</p> |
| <p>15.C.4b Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy.</p> | <p>Student Edition: 412-414, 493-494, 598-599, 802-803, 1002-1005 <i>Critical Thinking</i> 415 #6 <i>Technology & History</i> 598-599, 1003 <i>Timeline</i> 412-413</p> <p>Teacher Wraparound Edition: Ac 803, 1004; RS 412, 599; WS 598</p> |

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| D. Understand trade as an exchange of goods or services. | |
| <p>15.D.4a Explain the meaning and importance of "balance of trade" and how trade surpluses and deficits between nations are determined.</p> | <p>Student Edition: 162-163, 504-505, 1022-1024 <i>Critical Thinking</i> 1025 #5 <i>National Geographic</i> 1023</p> <p>Teacher Wraparound Edition: Ac 506; RS 505; SP 1024</p> |
| <p>15.D.4b Describe the relationships between the availability and price of a nation's resources and its comparative advantage in relation to other nations.</p> | <p>Student Edition: 156, 189, 225-226, 372, 463, 464, 534, 632, 633 <i>Main Idea</i> 633 #4 <i>Primary Source</i> 156</p> <p>Teacher Wraparound Edition: Ac 463; DI 156</p> |
| <p>15.D.4c Describe the impact of worker productivity (output per worker) on business, the worker and the consumer.</p> | <p>Student Edition: 198-199, 596-597 <i>Critical Thinking</i> 201 #5 <i>Primary Source</i> 198 <i>Technology & History</i> 598-599</p> <p>Teacher Wraparound Edition: RS 199</p> |
| E. Understand the impact of government policies and decisions on production and consumption in the economy. | |
| <p>15.E.4a Explain why government may intervene in a market economy.</p> | <p>Student Edition: 414-415, 471-472, 527, 528-530, 977-978 <i>Debates in History</i> 976-977 <i>Main Idea</i> 415 #4 <i>Political Cartoon</i> 414</p> <p>Teacher Wraparound Edition: CT 530; WS 976, 977</p> |

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| <p>15.E.4b Describe social and environmental benefits and consequences of production and consumption.</p> | <p>Student Edition: 389, 532-533, 958-961, 971-972 <i>Debates in History</i> 532-533 <i>Past and Present</i> 388-389</p> <p>Teacher Wraparound Edition: Ac 960; CT 960; EC 533; WS 532</p> |
| <p>15.E.4c Analyze the relationship between a country's science/technology policies and its level and balance of trade.</p> | <p>Student Edition: 493-494, 1002-1005, 1022-1023 <i>Critical Thinking</i> 1005 #4</p> <p>Teacher Wraparound Edition: Ac 1004; C 1025; CT 1003</p> |
| <p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> | |
| <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.</p> | |
| <p>A. Apply the skills of historical analysis and interpretation.</p> | |
| <p>16.A.4a Analyze and report historical events to determine cause-and-effect relationships.</p> | <p>Student Edition: R3 <i>Main Idea</i> 167 #3, 173 #3, 181 #3, 193 #4</p> <p>Teacher Wraparound Edition: CT 38, 44, 65, 81, 178; EC 19; T R3</p> |
| <p>16.A.4b Compare competing historical interpretations of an event.</p> | <p>Student Edition: <i>Debates in History</i> 70-71, 272-273, 464-465, 532-533, 664-665, 762-763, 916-917</p> <p>Teacher Wraparound Edition: Ac 917; EC 533; WS 71</p> |

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| B. Understand the development of significant political events. | |
| <p>16.B.4 (US) Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivism, New Deal, New Conservative).</p> | <p>Student Edition: 158, 159, 225-229, 470-475, 520-527, 651-655, 969-973 <i>Critical Thinking</i> 527 #6 <i>Writing About History</i> 475</p> <p>Teacher Wraparound Edition: Ac 523; C 527, 667; RS 474, 522</p> |
| <p>16.B.4a (W) Identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church/state relationships).</p> | <p>Student Edition: 15, 46-47 <i>Main Idea</i> 47 #3 <i>Vocabulary</i> 47</p> <p>Teacher Wraparound Edition: Ac 46</p> |
| <p>16.B.4b (W) 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/Gandhi, independence/Kenyatta).</p> | <p>Student Edition: 188-189, 192-193, 854-855, 859, 872 <i>Critical Thinking</i> 193 #6</p> <p>Teacher Wraparound Edition: Ac 855; C 193; CT 859</p> |
| C. Understand the development of economic systems. | |
| <p>16.C.4a (US) Explain how trade patterns developed between the Americas and the rest of the global economy, 1500 - 1840.</p> | <p>Student Edition: 38, 40-41, 100-101, 159, 162-163, 172-173, 176-177 <i>History & Geography</i> 100 <i>National Geographic</i> 39</p> <p>Teacher Wraparound Edition: RS 40</p> |
| <p>16.C.4b (US) Analyze the impact of westward expansion on the United States economy.</p> | <p>Student Edition: 254-257, 284-288, 291-293</p> <p>Teacher Wraparound Edition: T 255</p> |

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| <p>16.C.4c (US) 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>Student Edition: 558, 596-600, 602, 616, 731, 794-795, 812-813, 914-919, 924-925 <i>Critical Thinking</i> 815 #5, 919 #6</p> <p>Teacher Wraparound Edition: CT 600; RS 602, 813; SP 558; WS 597, 916</p> |
| <p>16.C.4a (W) Describe the growing dominance of American and European capitalism and their institutions after 1500.</p> | <p>Student Edition: 414-415, 764-765 <i>Critical Thinking</i> 765 #5 <i>Main Idea</i> 415 #4</p> <p>Teacher Wraparound Edition: C 415</p> |
| <p>16.C.4b (W) Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.</p> | <p>Student Edition: 434-435, 466, 527, 640, 642, 683-684, 799, 990-993 <i>Debates in History</i> 664-665</p> <p>Teacher Wraparound Edition: CT 434; RS 466</p> |
| <p>16.C.4c (W) Describe the impact of key individuals/ideas from 1500 - present, including Adam Smith, Karl Marx and John Maynard Keynes.</p> | <p>Student Edition: 430, 431, 670</p> <p>Teacher Wraparound Edition: Ac 670; CT 430, 431</p> |
| <p>16.C.4d (W) Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism.</p> | <p>Student Edition: 40-41, 490-495, 504-511</p> <p>Teacher Wraparound Edition: C 495, 511; RS 40; WS 509</p> |

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| D. Understand Illinois, United States and world social history. | |
| <p>16.D.4a (US) Describe the immediate and long-range social impacts of slavery.</p> | <p>Student Edition: 27, 36, 44-45, 206-209, 212-213, 284-288, 288-291, 291-293 <i>Critical Thinking</i> 209 #6 <i>Ideographic</i> 206 <i>National Geographic</i> 207</p> <p>Teacher Wraparound Edition: Ac 45; CT 44, 207</p> |
| <p>16.D.4b (US) 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>Student Edition: 88-89, 811, 870-872, 892-895 <i>Analyzing Primary Sources</i> 334-335 <i>Critical Thinking</i> 875 #7</p> <p>Teacher Wraparound Edition: Ac 89; CT 334, 811; DI 895; SP 89</p> |
| <p>16.D.4 (W) 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>Student Edition: 24-33, 197-199, 242-243, 410-415, 850-852, 854-857 <i>Critical Thinking</i> 33 #5 <i>Technology & History</i> 196-197, 598-599, 832-833 <i>Timeline</i> 412-413</p> <p>Teacher Wraparound Edition: Ac 28; DI 196; RS 199, 854; TP 243; WS 25</p> |
| E. Understand Illinois, United States and world environmental history. | |
| <p>16.E.4a (US) Describe the causes and effects of conservation and environmental movements in the United States, 1900 - present.</p> | <p>Student Edition: 532-533, 535, 958-961 <i>Critical Thinking</i> 961 #4, #5 <i>Debates in History</i> 532-533 <i>Main Idea</i> 535 #3</p> <p>Teacher Wraparound Edition: C 961; CT 532, 960; DI 532; HO 534</p> |

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| <p>16.E.4b (US) 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>Student Edition: 532-533, 535, 958-961 <i>Critical Thinking</i> 961 #4, #5 <i>Debates in History</i> 532-533 <i>Main Idea</i> 535 #3</p> <p>Teacher Wraparound Edition: C 961; CT 532, 960; DI 532; HO 534</p> |
| <p>16.E.4a (W) Describe how cultural encounters among peoples of the world (e.g., Columbian exchange, opening of China and Japan to external trade, building of Suez canal) affected the environment, 1500 - present.</p> | <p>Student Edition: 504-505, 507, 725 <i>Critical Thinking</i> 511 #5</p> <p>Teacher Wraparound Edition: Ac 506</p> |
| <p>16.E.4b (W) Describe how migration has altered the world's environment since 1450.</p> | <p>Student Edition: 4-5, 558, 616, 730-731, 1016</p> <p>Teacher Wraparound Edition: CT 731; SP 558</p> |
| <p>STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p> | |
| <p>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.</p> | |
| <p>A. Locate, describe and explain places, regions and features on the Earth.</p> | |
| <p>17.A.4a Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).</p> | <p>Student Edition: <i>National Geographic</i> GH9, 17, 99, 169, 213, 256, 387, 411, 505, 571, 683, 705, 883, 1023</p> <p>Teacher Wraparound Edition: Ac 17; DI 571; SP 99, 169, 213, 256</p> |

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| <p>17.A.4b Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.</p> | <p>Student Edition: GH3-GH13 <i>National Geographic</i> 281 <i>Skills Handbook</i> R15</p> <p>Teacher Wraparound Edition: CT GH5; DI GH3, GH4, GH11; SP GH12; T R15</p> |
| <p>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</p> | |
| <p>17.B.4a Explain the dynamic interactions within and among the Earth's physical systems including variation, productivity and constructive and destructive processes.</p> | <p>Student Edition: 396-397, 635, 958-959, 1052-1053 <i>Geography & History</i> 638-639 <i>Primary Source</i> 522-523, 635</p> <p>Teacher Wraparound Edition: C 397; CT 635; EC 638</p> |
| <p>17.B.4b Analyze trends in world demographics as they relate to physical systems.</p> | <p>Student Edition: 42, 199, 314, 411, 450, 801, 910, 1018-1019 <i>Critical Thinking</i> 1019 #6</p> <p>Teacher Wraparound Edition: SP 411</p> |
| <p>C. Understand relationships between geographic factors and society.</p> | |
| <p>17.C.4a Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities.</p> | <p>Student Edition: 255, 396, 603, 958-961 <i>Critical Thinking</i> 357 #4 <i>Past and Present</i> 388-389 <i>Primary Source</i> 959 <i>Technology & History</i> 396</p> <p>Teacher Wraparound Edition: C 961; DI 255; WS 389</p> |
| <p>17.C.4b Analyze growth trends in selected urban areas as they relate to geographic factors.</p> | <p>Student Edition: 199, 200-201, 450-455, 482 <i>Critical Thinking</i> 455 #6 <i>Primary Source</i> 452-453</p> <p>Teacher Wraparound Edition: C 455; CT 452</p> |

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| <p>17.C.4c Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban).</p> | <p>Student Edition: 199, 411, 450-455, 800-801, 972, 1018-1019 <i>Primary Source</i> 452-453</p> <p>Teacher Wraparound Edition: C 455; CT 452; DI 199, 801</p> |
| <p>D. Understand the historical significance of geography.</p> | |
| <p>17.D.4 Explain how processes of spatial change have affected human history (e.g., resource development and use, natural disasters).</p> | <p>Student Edition: 42, 199, 314, 411, 450, 801, 910, 1018-1019 <i>Critical Thinking</i> 1019 #6</p> <p>Teacher Wraparound Edition: SP 411</p> |
| <p>STATE GOAL 18: Understand social systems, with an emphasis on the United States.</p> | |
| <p>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.</p> | |
| <p>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p> | |
| <p>18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.</p> | <p>Student Edition: 91, 235, 460-461, 610-612, 616-619, 637, 664, 812 <i>Primary Source</i> 460-461, 611, 617 <i>Writing About History</i> 637</p> <p>Teacher Wraparound Edition: C 91; CT 461; SP 461; WS 611, 619</p> |
| <p>B. Understand the roles and interactions of individuals and groups in society.</p> | |
| <p>18.B.4 Analyze various forms of institutions (e.g., educational, military, charitable, governmental).</p> | <p>Student Edition: 238-239, 460, 752-753, 787, 815, 993 <i>Main Idea</i> 753 #4</p> <p>Teacher Wraparound Edition: CT 239; RS 238</p> |

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| C. Understand how social systems form and develop over time. | |
| <p>18.C.4a Analyze major cultural exchanges of the past (e.g., Columbian exchange, the Silk Road, the Crusades).</p> | <p>Student Edition: 14, 18, 19, 29 <i>Document Based Question</i> 51 <i>Writing About History</i> 33</p> <p>Teacher Wraparound Edition: C 23; EC 19; RS 20, 31</p> |
| <p>18.C.4b Analyze major contemporary cultural exchanges as influenced by worldwide communications.</p> | <p>Student Edition: 1004-1005, 1022-1025 <i>Critical Thinking</i> 1025 #5 <i>National Geographic</i> 1023 <i>Writing About History</i> 1025</p> <p>Teacher Wraparound Edition: CT 1023; PS 1004</p> |
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| <p>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.</p> | |
| A. Understand and explain basic principles of the United States government. | |
| <p>14.A.5 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>Student Edition: 108-109, 120-122, 190, 316, 796 <i>Analyzing Supreme Court Cases</i> 191 <i>Ideographic</i> 122-123</p> <p>Teacher Wraparound Edition: CT 121, 190; DI 122</p> |
| B. Understand the structures and functions of the political systems of Illinois, the United States and other nations. | |
| <p>14.B.5 Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).</p> | <p>Student Edition: 120-129, 382-385, 694-695, 760-761 <i>Infographic</i> 122-123, 124-125, 126-127</p> <p>Teacher Wraparound Edition: C 129, 674; CT 121; RS 125</p> |

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| C. Understand election processes and responsibilities of citizens. | |
| <p>14.C.5 Analyze the consequences of participation and non-participation in the electoral process (e.g., women’s suffrage, voter registration, effects of media).</p> | <p>Student Edition: 128-129, 560-561, 840, 1010 <i>Critical Thinking</i> 129 #4 <i>Past and Present</i> 840-841</p> <p>Teacher Wraparound Edition: Ac 840, 1010; RS 1010</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.5 Interpret a variety of public policies and issues from the perspectives of different individuals and groups.</p> | <p>Student Edition: 854-855, 859, 872, 910-911, 914-919, 984-985</p> <p>Teacher Wraparound Edition: Ac 855; C 857, 913, 919; CT 859, 984; RS 854</p> |
| E. Understand United States foreign policy as it relates to other nations and international issues. | |
| <p>14.E.5 Analyze relationships and tensions among members of the international community.</p> | <p>Student Edition: 951, 979-981, 992-993, 1014-1015, 1036-1041 <i>National Geographic</i> 992, 1038 <i>Writing About History</i> 951</p> <p>Teacher Wraparound Edition: C 951; RS 993, 1014; WS 979</p> |
| F. Understand the development of United States political ideas and traditions. | |
| <p>14.F.5 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> | <p>Student Edition: 850-852, 854-857, 923-925, 955-957, 1002-1005 <i>Analyzing Supreme Court Cases</i> 853</p> <p>Teacher Wraparound Edition: Ac 854; C 857, 925, 957, 1005; DI 852</p> |

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| STATE GOAL 15: Understand economic systems, with an emphasis on the United States. | |
| 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. | |
| A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services. | |
| 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. | Student Edition: 414-415, 493-494, 520, 1005, 1022-1024 <i>Critical Thinking</i> 1005 #4 <i>Main Idea</i> 415 #2 Teacher Wraparound Edition: C 415; SP 1024 |
| 15.A.5b Analyze the impact of economic growth. | Student Edition: 593, 596-603, 794-795, 798-799, 800-802 <i>Primary Source</i> 592-593 Teacher Wraparound Edition: C 603; DI 802; RS 599 |
| 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). | Student Edition: 410 <i>Primary Source</i> 1024 <i>Vocabulary</i> 415 Teacher Wraparound Edition: SP 1024 |
| 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). | This standard can be covered during classroom discussion on economic indicators. Also see Glencoe's <i>Economics: Today and Tomorrow</i> © 2008 Student Edition: 343, 361 <i>Figure 13.3</i> 324 |

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| B. Understand that scarcity necessitates choices by consumers. | |
| <p>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.</p> | <p>Student Edition: 598, 600-601, 632-633, 800 <i>Main Idea</i> 603 #3 <i>Primary Source</i> 600-601 <i>Technology & History</i> 598</p> <p>Teacher Wraparound Edition: CT 600; EC 601; RS 632</p> |
| <p>15.B.5b Analyze how inflation and interest rates affect consumer purchasing power.</p> | <p>Student Edition: 58, 103, 228, 470, 574, 947-948, 949, 976</p> <p>Teacher Wraparound Edition: Ac 102; DI 734</p> |
| <p>15.B.5c Analyze elasticity as it applies to supply and demand and consumer decisions.</p> | <p>Student Edition: 422, 593, 976</p> <p>Teacher Wraparound Edition: Ac 391, 656; WS 976</p> |
| C. Understand that scarcity necessitates choices by producers. | |
| <p>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).</p> | <p>Student Edition: 424-426, 537 <i>Document Based Question</i> 439 <i>Ideographic</i> 424-425 <i>Main Idea</i> 427 #3</p> <p>Teacher Wraparound Edition: Ac 425; CT 426</p> |
| <p>15.C.5b Explain how changes in non-price determinants of supply (e.g., number of producers) affect producer decisions.</p> | <p>Student Edition: 422, 632-633</p> <p>Teacher Wraparound Edition: Ac 391, 656; RS 632</p> |
| <p>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).</p> | <p>Student Edition: 527, 528-530, 655, 656, 673, 797, 799</p> <p>Teacher Wraparound Edition: CT 530, 656; WS 656, 797</p> |

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| D. Understand trade as an exchange of goods or services. | |
| 15.D.5a Explain how transaction costs affect decisions to produce or consume. | Student Edition: 372, 463, 464, 490, 494, 538, 603, 632, 633 Teacher Wraparound Edition: Ac 463; CT 538 |
| 15.D.5b Analyze why trade barriers and exchange rates affect the flow of goods and services among nations. | Student Edition: 372, 463, 464, 490, 494, 538, 603, 632, 633 Teacher Wraparound Edition: Ac 463; CT 538 |
| 15.D.5c Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing. | Student Edition: 493-494, 1002-1005, 1022-1023 <i>Critical Thinking</i> 1005 #4 Teacher Wraparound Edition: Ac 1004; C 1025; CT 1003 |
| E. Understand the impact of government policies and decisions on production and consumption in the economy. | |
| 15.E.5a Explain how and why government redistributes income in the economy. | Student Edition: 538, 642, 658-659, 665, 673, 936-937 Teacher Wraparound Edition: WS 642 |
| 15.E.5b Describe how fiscal, monetary and regulatory policies affect overall levels of employment, output and consumption. | Student Edition: 470-471, 474-476, 641, 652, 976 <i>Vocabulary</i> 659 Teacher Wraparound Edition: C 475 |
| 15.E.5c Describe key schools of thought (e.g., classical, Keynesian, monetarist, supply-side) and explain their impact on government policies. | Student Edition: 414-415, 459, 593, 670, 976 <i>Main Idea</i> 415 #4 <i>Vocabulary</i> 673 Teacher Wraparound Edition: C 415; CT 593, 976; WS 976 |

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| <p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> | |
| <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.</p> | |
| <p>A. Apply the skills of historical analysis and interpretation.</p> | |
| <p>16.A.5a 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>Student Edition: <i>Skills Handbook</i> R4, R6, R7, R8, R10, R14, R19, R20</p> <p>Teacher Wraparound Edition: T R4, R6, R7, R8, R10, R14, R19, R20</p> |
| <p>16.A.5b Explain the tentative nature of historical interpretations.</p> | <p>Student Edition: <i>Debates in History</i> 70-71, 272-273, 464-465, 532-533, 664-665, 762-763, 916-917</p> <p>Teacher Wraparound Edition: Ac 917; EC 533; WS 71</p> |
| <p>B. Understand the development of significant political events.</p> | |
| <p>16.B.5a (US) 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>Student Edition: 798-799, 968, 969-973, 1054</p> <p><i>Critical Thinking</i> 973 #4, #5</p> <p><i>Main Idea</i> 799 #4, 973 #2</p> <p>Teacher Wraparound Edition: C 973; RS 969; SP 798, 969; WS 971</p> |
| <p>16.B.5b (US) Analyze how United States political history has been influenced by the nation's economic, social and environmental history.</p> | <p>Student Edition: 158, 159, 225-229, 470-475, 520-527, 651-655, 969-973</p> <p><i>Critical Thinking</i> 527 #6</p> <p><i>Writing About History</i> 475</p> <p>Teacher Wraparound Edition: Ac 523; C 527, 667; RS 474, 522</p> |

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| <p>16.B.5a (W) Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.</p> | <p>Student Edition: 548-551, 682-687, 770, 883 <i>National Geographic</i> 549 <i>Primary Source</i> 550-551</p> <p>Teacher Wraparound Edition: C 687; CT 685, 770, 883; RS 550; SP 549</p> |
| <p>16.B.5b (W) Describe how tensions in the modern world are affected by different political ideologies including democracy and totalitarianism.</p> | <p>Student Edition: 682-685, 694-695, 760-761, 1036-1041 <i>Critical Thinking</i> 1041 #4</p> <p>Teacher Wraparound Edition: C 684; CT 1039</p> |
| <p>16.B.5c (W) Analyze the relationship of an issue in world history to the related aspects of world economic, social and environmental history.</p> | <p>Student Edition: 176-181, 548-551, 576-581, 682-687, 746-753, 760-765 <i>Critical Thinking</i> 581 #4</p> <p>Teacher Wraparound Edition: C 687; CT 178, 763; DI 751; RS 177, 550, 579; SP 549; WS 749, 762</p> |
| <p>C. Understand the development of economic systems.</p> | |
| <p>16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II.</p> | <p>Student Edition: 1022-1024 <i>Critical Thinking</i> 1025 #5 <i>Main Idea</i> 1025 #2 <i>National Geographic</i> 1023 <i>Primary Source</i> 1024</p> <p>Teacher Wraparound Edition: CT 1023</p> |
| <p>16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history.</p> | <p>Student Edition: 596-603, 628-633, 640-642, 794-795, 798-799, 946-948 <i>Primary Source</i> 600-601, 642, 947</p> <p>Teacher Wraparound Edition: Ac 947; RS 599; SP 631; WS 642</p> |

| STANDARDS | PAGE REFERENCES |
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| <p>16.C.5a (W) Explain how industrial capitalism became the dominant economic model in the world.</p> | <p>Student Edition: 414-415, 764-765 <i>Critical Thinking</i> 765 #5 <i>Main Idea</i> 415 #4</p> <p>Teacher Wraparound Edition: C 415</p> |
| <p>16.C.5b (W) Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems.</p> | <p>Student Edition: 596-603, 628-633, 640-642, 794-795, 798-799, 946-948 <i>Primary Source</i> 600-601, 642, 947</p> <p>Teacher Wraparound Edition: Ac 947; RS 599; SP 631; WS 642</p> |
| <p>16.C.5c (W) Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history.</p> | <p>Student Edition: 176-181, 548-551, 576-581, 682-687, 746-753, 760-765 <i>Critical Thinking</i> 581 #4</p> <p>Teacher Wraparound Edition: C 687; CT 178, 763; DI 751; RS 177, 550, 579; SP 549; WS 749, 762</p> |
| <p>D. Understand Illinois, United States and world social history.</p> | |
| <p>16.D.5 (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</p> | <p>Student Edition: 850-852, 854-857, 858-867, 870-875 <i>Analyzing Supreme Court Cases</i> 853 <i>Critical Thinking</i> 875 #5 <i>Timeline</i> 860-861</p> <p>Teacher Wraparound Edition: Ac 855; C 867; CT 861, 862; WS 851</p> |
| <p>16.D.5 (W) Analyze the relationship between an issue in world social history and the related aspects of political, economic and environmental history.</p> | <p>Student Edition: 694-699, 708, 1014-1015, 1025 <i>Analyzing Primary Sources</i> 700-701 <i>Writing About History</i> 1025</p> <p>Teacher Wraparound Edition: C 699, 1025; RS 697</p> |

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| E. Understand Illinois, United States and world environmental history. | |
| <p>16.E.5a (US) 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>Student Edition: 532-533, 535, 958-961 <i>Critical Thinking</i> 961 #4, #5 <i>Debates in History</i> 532-533 <i>Main Idea</i> 535 #3</p> <p>Teacher Wraparound Edition: C 961; CT 532, 960; DI 532; HO 534</p> |
| <p>16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history.</p> | <p>Student Edition: 532-533, 535, 958-961 <i>Critical Thinking</i> 961 #4, #5 <i>Debates in History</i> 532-533 <i>Main Idea</i> 535 #3</p> <p>Teacher Wraparound Edition: C 961; CT 532, 960; DI 532; HO 534</p> |
| <p>16.E.5a (W) Analyze how technological and scientific developments have affected human productivity, human comfort and the environment.</p> | <p>Student Edition: 255, 396, 603, 958-961 <i>Critical Thinking</i> 357 #4 <i>Past and Present</i> 388-389 <i>Primary Source</i> 959 <i>Technology & History</i> 396</p> <p>Teacher Wraparound Edition: C 961; DI 255; WS 389</p> |
| <p>16.E.5b (W) Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.</p> | <p>Student Edition: 596-603, 628-633, 640-642, 794-795, 798-799, 946-948 <i>Primary Source</i> 600-601, 642, 947</p> <p>Teacher Wraparound Edition: Ac 947; RS 599; SP 631; WS 642</p> |

| STANDARDS | PAGE REFERENCES |
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| <p>STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p> | |
| <p>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.</p> | |
| <p>A. Locate, describe and explain places, regions and features on the Earth.</p> | |
| <p>17.A.5 Demonstrate how maps, other geographic instruments and technologies are used to solve spatial problems (e.g., land use, ecological concerns).</p> | <p>Student Edition: GH3-GH13 <i>National Geographic</i> 281 <i>Skills Handbook</i> R15 Teacher Wraparound Edition: CT GH5; DI GH3, GH4, GH11; SP GH12; T R15</p> |
| <p>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</p> | |
| <p>17.B.5 Analyze international issues and problems using ecosystems and physical geography concepts.</p> | <p>Student Edition: 958-961, 1025 <i>Critical Thinking</i> 961 #5 <i>Main Idea</i> 1025 #3 <i>Political Cartoon</i> 960 <i>Primary Source</i> 959 Teacher Wraparound Edition: Ac 960; C 961; CT 960</p> |
| <p>C. Understand relationships between geographic factors and society.</p> | |
| <p>17.C.5a Compare resource management methods and policies in different regions of the world.</p> | <p>Student Edition: 532-533, 535, 958-961, 1025 <i>Critical Thinking</i> 961 #4, #5 <i>Debates in History</i> 532-533 <i>Main Idea</i> 535 #3, 753 #4 Teacher Wraparound Edition: C 961; CT 532, 960; DI 532; HO 534</p> |

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| <p>17.C.5b Describe the impact of human migrations and increased urbanization on ecosystems.</p> | <p>Student Edition: 4-5, 199, 200-201, 450-455, 482, 558, 616, 730-731, 1016 <i>Critical Thinking</i> 455 #6 <i>Primary Source</i> 452-453</p> <p>Teacher Wraparound Edition: C 455; CT 452, 731; SP 558</p> |
| <p>17.C.5c Describe geographic factors that affect cooperation and conflict among societies.</p> | <p>Student Edition: 532-533, 535, 958-961, 1025 <i>Critical Thinking</i> 961 #4, #5 <i>Debates in History</i> 532-533 <i>Main Idea</i> 535 #3, 753 #4</p> <p>Teacher Wraparound Edition: C 961; CT 532, 960; DI 532; HO 534</p> |
| <p>D. Understand the historical significance of geography.</p> | |
| <p>17.D.5 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> | <p>Student Edition: 194-196, 255, 396, 443, 451, 462-463, 471-472, 603 <i>Geography & History</i> 798 <i>Technology & History</i> 196-197, 451</p> <p>Teacher Wraparound Edition: DI 255; RS 195; WS 196</p> |

| STANDARDS | PAGE REFERENCES |
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| STATE GOAL 18: Understand social systems, with an emphasis on the United States. | |
| 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. | |
| A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions. | |
| <p>18.A.5 Compare ways in which social systems are affected by political, environmental, economic and technological changes.</p> | <p>Student Edition: 198-199, 794-795, 832-833, 958-961, 969-973 <i>Critical Thinking</i> 201 #6 <i>Primary Source</i> 795 <i>Technology & History</i> 832-833</p> <p>Teacher Wraparound Edition: C 961; CT 971; HO 795; RS 199</p> |
| B. Understand the roles and interactions of individuals and groups in society. | |
| <p>18.B.5 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>Student Edition: <i>Skills Handbook</i> R4, R6, R7, R8, R10, R14, R19, R20</p> <p>Teacher Wraparound Edition: T R4, R6, R7, R8, R10, R14, R19, R20</p> |
| C. Understand how social systems form and develop over time. | |
| <p>18.C.5 Analyze how social scientists' interpretations of societies, cultures and institutions change over time.</p> | <p>Students can analyze cultural/societal change over time when referencing different decades of American history.</p> <p>Student Edition: Chapter 2 Section 4, Chapter 13, Section 3, Chapter 17 Sections 4, 5, Chapter 23 Section 2</p> |