

GLENCOE CORRELATION
THE AMERICAN JOURNEY
 ILLINOIS
 Social Science
 Middle/Junior High

OBJECTIVES	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.	SE: 208-211, 217-222, 228-230, 233-241, 245, 271, 994, 997-1000 TWE: CLA 218, 235 CTA 271
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.	SE: 208-211, 217-222, 223-227, 228-230, 233-253 TWE: CLA 218, 235 CTA 271
C. Understand election processes and responsibilities of citizens.	
14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.	SE: 401-405, 425-428, 542-547, 616-618, 838-842, 848-853, 856-860 TWE: C 842 CLA 426, 616 MSN 427 WM 426
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	
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).	SE: 425-428, 610-614, 615-619, 620-624, 760-763, 838-842, 848-853, 856-860 TWE: C 619, 842 CLA 684 CTA 852 ICA 618, 623
E. Understand United States foreign policy as it relates to other nations and international issues.	
14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).	SE: 671-676, 788-794, 866-870, 877-882, 884-889, 896-900, 912-914, 924-926, 928-933, 945-951 TWE: FO 934
F. Understand the development of United States political ideas and traditions.	
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.	SE: 132-135, 136-139, 147-151, 154-157, 192-195, 201-205, 207-213 <i>More About</i> 196 <i>Geography & History</i> 152-153 TWE: CC 149 CTA 196, 203 CLA 208 ICA 210

OBJECTIVES	PAGE REFERENCES
14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.	SE: 207-213, 217-222, 228-229, 232-253, 260 TWE: CLA 208, 218, 253 C 213 ICA 210
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.	SE: 518, 536, 566, 709-712, 726, 821-824, 828-829 <i>Economics Activity 523</i>
15.A.3b Explain the relationship between productivity and wages.	SE: 307, 398-400, 518, 573-574, 711-712, 726-727, 821-822, 828-829 TWE: CLA 398 C 820 ICA 309
15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.	SE: 308-309, 518, 564-566, 568-571, 710-712, 726
15.A.3d Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).	SE: 350, 518, 709, 725-727, 737, 830, 924, 932-933 <i>More About 727</i>
B. Understand that scarcity necessitates choices by consumers.	
15.B.3a Describe the "market clearing price" of a good or service.	SE: 308, 566, 712
15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.	SE: 308, 338, 566, 567-571, 712 <i>Critical Thinking 571</i> TWE: ICA 89 MSN 550
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.	SE: 308, 310-311, 528-530, 566, 574, 710-712 TWE: ICA 89
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.	SE: 290, 399-400, 645, 712, 726, 908, 940, 943 <i>Cooperative Citizenship Activity 783, 953</i>
15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.	SE: 306-309, 565-566, 567-571, 645, 943
15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.	SE: 398-399, 558-559, 561-566, 597-600, 710, 821-822 TWE: C 566
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).	SE: 235, 262, 483, 551, 622 TWE: CLA 235 EC 248

OBJECTIVES	PAGE REFERENCES
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.	SE: 537, 550-551, 571, 610-614, 624, 727-728, 731-734, 902-903, 940 TWE: C 614 CLA 235
STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.	
A. Apply the skills of historical analysis and interpretation.	
16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).	SE: 713-719, 884-889 <i>People in History</i> 109, 166, 299, 406, 774 <i>Cause and Effect</i> 142 <i>Fact Fiction Folklore</i> 259 <i>More About</i> 271 <i>Two Viewpoints</i> 653, 880 TWE: CLA 17
16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.	SE: <i>Geography & History</i> 74-75, 152-153, 346-347, 740-741 <i>Skill Builder</i> 169, 795 <i>Geography and History Activity</i> 495, 953 TWE: T 169
16.A.3c Identify the differences between historical fact and interpretation.	SE: <i>More About</i> 78, 359, 629 <i>America's Literature</i> 140, 295, 465, 843 <i>Fact Fiction Folklore</i> 53, 106, 119, 137, 259, 469 <i>Skillbuilder</i> 146, 340, 440, 747, 827
B. Understand the development of significant political events.	
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.	SE: 192-198, 201-205, 207-213, 258-262, 267-272 <i>Alternative Assessment</i> 275 TWE: CLA 193, 268 EC 197 C 198, 213
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.	SE: 132-135, 136-139, 141-145, 147-151, 154-157, 207-213, 217-222, 260 <i>Geography History</i> 152-153 TWE: EC 154, 212 ICA 210 CTA 203, 211
16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.	SE: 244-253, 281, 324-325, 446-447, 505-506, 508, 519, 618, 997-1000 TWE: CLA 250 EC 252
16.B.3d (US) Describe ways in which the United States developed as a world political power.	SE: 638-641, 644-648, 654, 671-676, 677-681, 688-691, 779-780, 788-794, 816-820 TWE: C 654 CTA 653
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.	See a Glencoe World History product to meet this objective.

OBJECTIVES	PAGE REFERENCES
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 Tang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.	See a Glencoe World History product to meet this objective.
16.B.3c (W) Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.	See a Glencoe World History product to meet this objective.
16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.	SE: 51-55, 58-62, 70-73, 76-79, 82-85, 86-93 <i>Geography & History</i> 56-57 <i>Geography and History Activity</i> 65 TWE: C 62 EC 56 CLA 52 MA 60
C. Understand the development of economic systems.	
16.C.3a (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.	SE: 51-55, 59-62, 71-72, 77-79, 82-85, 86-93 TWE: ICA 54, 61, 89 CLA 77 DYK 90
16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.	SE: 106, 306-311, 402-405, 567-571, 572-575, 582-585, 590-595, 709-712, 821-826 <i>Geography & History</i> 588-589 TWE: MSN 308 C 106 CTA 825 W 568 CLA 573
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.	SE: 482-483, 500-503, 513-520, 528-532, 548-551, 556-559, 571, 573-578, 610-614, 618, 624, 724-728, 940 TWE: CLA 573 ICA 516 MSN 574
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.	SE: 22-26, 28-33, 38-42, 43-49, 51-55 <i>Economics Activity</i> 35 TWE: CTA 32 CLA 23 C 33, 42 EC 48
16.C.3b (W) Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.	SE: 22-26, 28-33 <i>Economics Activity</i> 35 TWE: LL 36
16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500-present.	SE: 308-311, 315-319, 386-390, 561-566, 711-712 <i>Technology and History</i> 307, 399, 531, 673 <i>Technology Activity</i> 835 TWE: C 712

OBJECTIVES	PAGE REFERENCES
D. Understand Illinois, United States and world social history.	
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.	SE: 70-73, 76-80, 82-85, 86-93, 100-106, 136-139, 375-378, 391-395, 401-407, 478-483 <i>Geography & History</i> 74-75 TWE: CLA 77
16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.	SE: 112-113, 319, 404-407, 480, 512, 538-539, 591-593 <i>Practicing Skills</i> 523 TWE: CLA 109
16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.	SE: 17, 86-93, 106, 150-151, 205, 393-395, 582-587, 668-670, 725-727, 758-560 <i>Time Notebook</i> 20-21 <i>Geography & History</i> 588-589 TWE: CLA 17 LL 68
E. Understand Illinois, United States and world environmental history.	
16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.	SE: 70-73, 76-80, 82-85, 86-93, 264, 283, 292, 306-311 <i>Geography & History</i> 74-75 TWE: MSN 308 CLA 77, 87, 315
16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.	SE: 306-311, 315-319, 528-532, 534-539, 556-559, 561-566, 590-595 TWE: CLA 315, 535 CC 530 ICA 537 C 539
16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850-present, on the environment.	SE: 590-595, 712, 823-824, 830 <i>Interdisciplinary Activity</i> 595 TWE: CLA 591 ICA 593 MSN 823 PH 592
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.	See a Glencoe World History product to meet this objective.
16.E.3b (W) Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE-1500 CE.	SE: 38-42, 43-49 <i>America's Literature</i> 50 <i>Critical Thinking</i> 64 TWE: ICA 41, 54 C 42, 55 EC 48

OBJECTIVES	PAGE REFERENCES
STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.	
A. Locate, describe and explain places, regions and features on the Earth.	
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).	SE: RA2-RA13, 8-9, 16-19, 43-49 <i>Skillbuilder 27</i> , 361 <i>Time Notebook 20-21</i> TWE: C 21 CAC 44 CLA 17, 44 EC 7 ICA 46
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.	SE: 8-9 <i>Skillbuilder 27</i> , 81, 169, 273, 361, 596 <i>Geography and History Activity 577</i> , 663, 953 TWE: CLA 77 EC 7
B. Analyze and explain characteristics and interactions on the Earth's physical systems.	
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.	SE: 733, 736-737, 944 <i>Geography & History 626-627</i> , 740-741 TWE: ICA 738 FO 626, 740 EC 6, 740, 943
17.B.3b Explain how changes in components of an ecosystem affect the system overall.	SE: 542-543, 546-547, 733, 736-737, 944 <i>Geography & History 626-627</i> , 740-741 TWE: ICA 738 FO 626, 740 EC 6, 740, 943
C. Understand relationships between geographic factors and society.	
17.C.3a Explain how human activity is affected by geographic factors.	SE: 6-7, 16-18, 28-33, 307-308, 387-390, 393, 542-547, 732-733, 736-737 <i>Geography & History 346-347</i> , 588-589, 740-741 TWE: C 33 CTA 32 ICA 738
17.C.3b Explain how patterns of resources are used throughout the world.	SE: 733, 904, 911-912, 934-935, 944 TWE: EC 6 LL 14
17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.	SE: 16-17, 28-33, 76-80, 82-85, 341-348, 542-547, 582-587, 590-595 <i>Geography & History 588-589</i> <i>Time Notebook 20-21</i> <i>Study & Writing Skillbuilder 340</i> TWE: CLA 17

OBJECTIVES	PAGE REFERENCES
D. Understand the historical significance of geography.	
17.D.3a Explain how and why spatial patterns of settlement change over time.	SE: 6-7, 16-18, 537-539, 542-547, 582-587, 588-589, 590-595, 736-738 <i>Geography & History</i> 740-741 <i>Time Notebook</i> 20-21 TWE: CLA 17
17.D.3b Explain how interactions of geographic factors have shaped present conditions.	SE: 6-7, 736-738, 733, 944 <i>Geography Skills</i> 930 <i>Geography & History</i> 626-627, 740-741, 934-935 TWE: EC 934, 943
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.	
18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.	SE: 22-26, 39, 415, 597-601, 714-717, 825-826 <i>America's Literature</i> 50, 295, 603, 843, 915 TWE: MSN 414 ICA 716
B. Understand the roles and interactions of individuals and groups in society.	
18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).	SE: 412-415, 587, 590-595, 597-602, 683-686, 765-768, 838-842, 877-881 <i>Geography & History</i> 588-589, 854-855 TWE: CTA 601
18.B.3b Explain how social institutions contribute to the development and transmission of culture.	SE: 39, 412-415, 597-601, 616, 714-717, 825-826 TWE: CLA 413, 598 ICA 716
C. Understand how social systems form and develop over time.	
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).	SE: 582-587, 628-633, 838-842, 846-847, 848-852, 858, 860 <i>Citizenship Cooperative Activity</i> 835 <i>Geography & History</i> 854-855 TWE: ICA 631, 859 CLA 629, 857 MSN 840, 850
18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.	SE: 393-394, 582-587, 615-619, 859-860 TWE: CLA 583, 616, 857 <i>Geography & History</i> 854-855 ICA 585, 859 C 587 EC 854 MSN 617

Codes Used for TWE Pages

C	Close
CAC	Creating A Chart
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DYK	Did You Know?
EC	Extending the Content
FO	Focus
ICA	Interdisciplinary Connections Activity
LL	Lesson Launcher
MA	More About
MSN	Meeting Special Needs
PH	People In History
T	Teach
W	What?Where?When?Who?
WM	Why It Matters