

**GLENCOE CORRELATION**  
**THE AMERICAN REPUBLIC TO 1877**  
**ILLINOIS**  
**Social Science**  
**Middle/Junior High**

OBJECTIVES	PAGE REFERENCES
<b>STATE GOAL 14: Understand political systems, with an emphasis on the United States.</b>	
<b>A. Understand and explain basic principles of the United States government.</b>	
<b>14.A.3</b> Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.	SE: 207-211 <i>Chart Skills</i> 218 <i>Civics in Action</i> 218-220, 223-227 TWE: CLA 218 ICA 220 BMA 223, 238
<b>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</b>	
<b>14.B.3</b> Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.	SE: 207-211 <i>Chart Skills</i> 218 <i>Civics in Action</i> 218-220, 223-227 TWE: CLA 208, 218 ICA 220 BMA 223
<b>C. Understand election processes and responsibilities of citizens.</b>	
<b>14.C.3</b> Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.	SE: 211, 212 <i>Civics in Action</i> 217-220, 228-230 TWE: CLA 218, 229 YDS 219 DYK 223, 238 BMA 228
<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.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).	SE: 418-424, 425-428, 566-568 <i>Why It Matters</i> 426-427 TWE: DYK 238 EC 244, 416 CLA 413 WWWW 573 ICA 582
<b>E. Understand United States foreign policy as it relates to other nations and international issues.</b>	
<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).	SE: 572-578, 579-585 TWE: CLA 573, 580 ICA 575, 582 CTA 576 WWWW 583
<b>F. Understand the development of United States political ideas and traditions.</b>	
<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.	SE: 149-151, 192-194, 202-205, 207-208, 260 TWE: CC 149 CLA 208, 218 DP 218

OBJECTIVES	PAGE REFERENCES
<b>14.F.3b</b> Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.	SE: 202-205, 207-211, 260 <i>Civics in Action</i> 217-230 TWE: CLA 208, 218 DP 218 ICA 220 EC 244
<b>STATE GOAL 15: Understand economic systems, with an emphasis on the United States.</b>	
<b>A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</b>	
<b>15.A.3a</b> Explain how market prices signal producers about what, how and how much to produce.	See a Glencoe Economics product to meet this objective.
<b>15.A.3b</b> Explain the relationship between productivity and wages.	See a Glencoe Economics product to meet this objective.
<b>15.A.3c</b> Describe the relationship between consumer purchases and businesses paying for productive resources.	See a Glencoe Economics product to meet this objective.
<b>15.A.3d</b> Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).	SE: 199-200, 350, 557-558
<b>B. Understand that scarcity necessitates choices by consumers.</b>	
<b>15.B.3a</b> Describe the "market clearing price" of a good or service.	See a Glencoe Economics product to meet this objective.
<b>15.B.3b</b> Explain the effects of choice and competition on individuals and the economy as a whole.	SE: 307-308, 310-311 TWE: CTA 310
<b>C. Understand that scarcity necessitates choices by producers.</b>	
<b>15.C.3</b> Identify and explain the effects of various incentives to produce a good or service.	SE: 310-311, 338
<b>D. Understand trade as an exchange of goods or services.</b>	
<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.	SE: 262, 290 TWE: YDS 290
<b>15.D.3b</b> Explain how comparative advantage forms the basis for specialization and trade among nations.	See a Glencoe Economics product to meet this objective.
<b>15.D.3c</b> Explain how workers can affect their productivity through training and by using tools, machinery and technology.	SE: 306-309, 386-390, 391-392, 518, 534-536 <i>Technology &amp; History</i> 307 TWE: CLA 307, 349 CTA 310
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>	
<b>15.E.3a</b> Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).	SE: 262, 338 TWE: CC 229 CLA 235 EC 248

OBJECTIVES	PAGE REFERENCES
<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.	SE: 290, 310-311, 338 TWE: DYK 558
<b>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>	
<b>A. Apply the skills of historical analysis and interpretation.</b>	
<b>16.A.3a</b> Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).	SE: <i>Time Notebook</i> 20-21, 114-115, 170-171, 312-313, 416-417, 454-455
<b>16.A.3b</b> Make inferences about historical events and eras using historical maps and other historical sources.	SE: <i>Social Studies Skillbuilder</i> 27, 81, 396 <i>Critical Thinking Skillbuilder</i> 120, 571 <i>Study &amp; Writing Skillbuilder</i> 340 TWE: CTA 32, 90, 104, 310
<b>16.A.3c</b> Identify the differences between historical fact and interpretation.	SE: <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Two View Points</i> 163, 420, 450 <i>Study &amp; Writing Skillbuilder</i> 340
<b>B. Understand the development of significant political events.</b>	
<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.	SE: 71-73, 76-80, 82-85, 86-93, 108-111 <i>People in History</i> 79 TWE: EC 91
<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.	SE: 132-135, 136-139, 141-145, 147-151 <i>More About</i> 138 <i>Graphic Organizer Skills</i> 142 TWE: CLA 133, 142 ICA 144
<b>16.B.3c (US)</b> Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.	SE: <i>Civics in Action</i> 220-221 TWE: EC 238, 244, 246, 247, 252 BMA 244 CC 247 DYK 248 WWW 253
<b>16.B.3d (US)</b> Describe ways in which the United States developed as a world political power.	SE: 544-545 TWE: CTA 544
<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.	SE: 41-42
<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.	SE: 41-42
<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.	See a Glencoe World History product to meet this objective.

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<b>16.B.3d (W)</b> Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.	SE: 47-49, 51-55, 59-62, 92-93, 116-119, 121-125 TWE: ICA 54
<b>C. Understand the development of economic systems.</b>	
<b>16.C.3a (US)</b> Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.	SE: 51-54, 59-62, 71-72, 89-90, 104 <i>Geography Skills</i> 52 <i>More About</i> 60 TWE: CC 60 ICA 61 MSN 88
<b>16.C.3b (US)</b> Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.	SE: 102, 106, 200-201, 306-311, 386-390, 391-395, 397-400, 401-406 TWE: CTA 104, 310
<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.	SE: 517-518, 533, 534-539, 541-544, 556-558 TWE: EC 518 MSN 542
<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.	SE: 24, 26, 38-42 <i>Linking Past &amp; Present</i> 40
<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.	SE: 22-26, 28-33 TWE: CLA 23, 29
<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.	SE: 306-309, 386-390, 534-536 <i>Technology &amp; History</i> 112, 307, 399 TWE: ICA 79 CLA 307, 387 CTA 310
<b>D. Understand Illinois, United States and world social history.</b>	
<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.	SE: 76-80, 82-85, 86-93, 375-378 TWE: ICA 79, 103 CLA 101, 376 MSN 308 CTA 318
<b>16.D.3b (US)</b> Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.	SE: 112-113, 319, 377-378, 393-395 TWE: WWW 358 ICA 537
<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.	SE: 106, 112-113, 412-415, 418-424 <i>Why It Matters</i> 110-111 TWE: CTA 104, 112 MSN 414
<b>E. Understand Illinois, United States and world environmental history.</b>	
<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.	SE: 72-73, 77-78, 314-319 TWE: CLA 315

OBJECTIVES	PAGE REFERENCES
<b>16.E.3b (US)</b> Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.	SE: 341-345, 356-360, 362-368, 369-374, 375-378 <i>Graphic Organizer Skills 377</i> TWE: ICA 365
<b>16.E.3c (US)</b> Describe the impact of urbanization and suburbanization, 1850-present, on the environment.	SE: 538, 557, 578 TWE: WWWWW 393, 573 ICA 394 EC 561
<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.	See a Glencoe World History product to meet this objective.
<b>16.E.3b (W)</b> Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE-1500 CE.	SE: 38-41, 43-48 TWE: CLA 39 ICA 41
<b>STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>	
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>	
<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).	SE: <i>Geography Handbook 4-5</i> <i>Social Studies Skillbuilder 361</i> TWE: DYK 0, 4 EC 0, 7, 96 WWWWW 1 CC 4 CLA 5
<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.	SE: <i>Geography Handbook 1-5, 8-9</i> <i>Social Studies Skillbuilder 27, 81, 273, 320, 361, 396</i> TWE: CLA 1 EC 7
<b>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</b>	
<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.	SE: 578 TWE: EC 561 WWWWW 573
<b>17.B.3b</b> Explain how changes in components of an ecosystem affect the system overall.	SE: 578 TWE: EC 561
<b>C. Understand relationships between geographic factors and society.</b>	
<b>17.C.3a</b> Explain how human activity is affected by geographic factors.	SE: <i>Geography Handbook 2-3, 6-7</i> TWE: CLA 1, 315 EC 3, 6 CTA 32, 318 ICA 365 MSN 438
<b>17.C.3b</b> Explain how patterns of resources are used throughout the world.	SE: <i>Geography Handbook 2-3</i> TWE: EC 3

OBJECTIVES	PAGE REFERENCES
<b>17.C.3c</b> Analyze how human processes influence settlement patterns including migration and population growth.	SE: <i>Geography Handbook 6-7</i> TWE: CLA 1, 315 EC 6 CTA 32, 318 ICA 365, 394 MSN 438
<b>D. Understand the historical significance of geography.</b>	
<b>17.D.3a</b> Explain how and why spatial patterns of settlement change over time.	TWE: CLA 1, 315 EC 6 CTA 32, 318 ICA 365, 394 MSN 438
<b>17.D.3b</b> Explain how interactions of geographic factors have shaped present conditions.	SE: 578 TWE: ICA 365 EC 561 WWW 573
<b>STATE GOAL 18: Understand social systems, with an emphasis on the United States.</b>	
<b>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</b>	
<b>18.A.3</b> Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.	SE: 412-415 TWE: CLA 413 MSN 414 ICA 537 CTA 538
<b>B. Understand the roles and interactions of individuals and groups in society.</b>	
<b>18.B.3a</b> Analyze how individuals and groups interact with and within institutions (e.g., educational, military).	SE: 412-415 <i>Civics in Action 228-230</i> TWE: BMA 228, 240 CLA 229 MSN 414 DYK 568 ICA 582
<b>18.B.3b</b> Explain how social institutions contribute to the development and transmission of culture.	SE: 412-415 TWE: CLA 413 MSN 414 ICA 537 CTA 538
<b>C. Understand how social systems form and develop over time.</b>	
<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).	SE: 418-424, 566-568, 578, 582-583 TWE: CTA 422, 532, 538 ICA 531, 582 CC 568
<b>18.C.3b</b> Explain how diverse groups have contributed to U.S. social systems over time.	SE: 418-424, 566-568, 578, 582-583 TWE: CTA 422, 532, 538 ICA 531, 582 CC 568

## Codes Used for TWE Pages

BMA	Bellringer Motivational Activity
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DP	Discussing Precedents
DYK	Did You Know
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
MSN	Meeting Special Needs
WWWW	What?Where?When?Who?
YDS	You Don't Say