

GLENCOE CORRELATION
CIVICS TODAY: CITIZENSHIP, ECONOMICS, & YOU
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: 282-285, 286 <i>Landmark Decisions of the Supreme Court</i> 207 <i>Division of State and Federal Powers</i> 284 <i>Reading Check</i> 285 <i>Landmark Supreme Court Case Studies</i> 519 TWE: EC 284 ICA 285 AP 285 RC 285 T 519
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: 61-81, 286, 287-290 <i>What It Means</i> 61, 63, 69 <i>Reading Check</i> 286 TWE: MSN 60 WL 64 RC 286 C 290
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: 113-115, 120-121 <i>Americans in Action</i> 113 <i>Guide to Reading</i> 113 <i>Reading Check</i> 115 TWE: CLA 46 C 54 GR 113 RC 115 C 115, 124
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: 259-260, 265-267, 270-273, 290 <i>American Biographies</i> 127 <i>Civics Online</i> 268 <i>TIME: Teens in Action</i> 349 <i>Issues to Debate</i> 507 TWE: WIC 3 MSN 260 ICA 261

OBJECTIVES	PAGE REFERENCES
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>SE: 417-418, 430, 432, 569-570, 572-574 <i>The North American Free Trade Agreement (NAFTA)</i> 568 <i>Section Assessment</i> 570</p> <p>TWE: ICA 9 C 570 SA 570</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>SE: 26, 28-32, 36-38, 39-40 <i>Americans in Action</i> 28 <i>Sources of American Law</i> 30 <i>American Biographies</i> 37 <i>Foundations of Our Rights and Freedoms</i> 90</p> <p>TWE: CY 26 CTA 37 A 46</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>SE: 55-59, 60-81, 89-93 <i>Americans in Action</i> 55 <i>Ratifying the Constitution</i> 57 <i>Reading Check</i> 59 <i>Checks and Balances</i> 91 <i>Federal and State Powers</i> 92</p> <p>TWE: CY 50 GR 55 IM 57</p>
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.	
<p>15.A.3a Explain how market prices signal producers about what, how and how much to produce.</p>	<p>SE: 471-475 <i>Americans in Action</i> 471 <i>Guide to Reading</i> 471 <i>The Price Adjustment Process</i> 472 <i>Reading Check</i> 475</p> <p>TWE: F 471 YDS 473 APR 474 RC 475 C 475</p>
<p>15.A.3b Explain the relationship between productivity and wages.</p>	<p>SE: 416-417, 428, 430-431, 432, 467 <i>Section 2 Assessment</i> 432</p> <p>TWE: SA 432</p>
<p>15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.</p>	<p>SE: 424-426, 432 <i>The Circular Flow of Economic Activity</i> 429 <i>Consumer Sovereignty</i> 436</p> <p>TWE: EY 411 CLA 425 CA 436</p>

OBJECTIVES	PAGE REFERENCES
<p>15.A.3d Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).</p>	<p>SE: 453, 510 <i>Americans in Action</i> 452 <i>Analyzing Graphs</i> 511 <i>Reading Check</i> 511</p> <p>TWE: CGO 511 RC 511 CTA 512 G 512 AUB 555</p>
<p>B. Understand that scarcity necessitates choices by consumers.</p>	
<p>15.B.3a Describe the "market clearing price" of a good or service.</p>	<p>SE: 471-475 <i>Americans in Action</i> 471 <i>Guide to Reading</i> 471 <i>The Price Adjustment Process</i> 472</p> <p>TWE: F 471 YDS 473 MSN 473 APR 474</p>
<p>15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.</p>	<p>SE: 406-408, 410-414, 416-417, 418-419, 435-436 <i>Consumer Sovereignty</i> 436 <i>Economics and You</i> 451</p> <p>TWE: ICA 413 DYK 413 CD 436 CA 436</p>
<p>C. Understand that scarcity necessitates choices by producers.</p>	
<p>15.C.3 Identify and explain the effects of various incentives to produce a good or service.</p>	<p>SE: 406-408, 417, 455-456, 462-465 <i>American Biographies</i> 418 <i>Consumer Sovereignty</i> 436 <i>Americans in Action</i> 448, 462</p> <p>TWE: DI 417 CA 436 CLA 463</p>
<p>D. Understand trade as an exchange of goods or services.</p>	
<p>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.</p>	<p>SE: 33, 564-570 <i>Americans in Action</i> 448, 564 <i>The North American Free Trade Agreement (NAFTA)</i> 568 <i>Issues to Debate</i> 581 <i>Critical Thinking</i> 583 #20</p> <p>TWE: F 564 CLA 565 MDT 567 S 569 AI 581</p>

OBJECTIVES	PAGE REFERENCES
15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.	SE: 564-565 <i>Reading Check</i> 432, 565 <i>The North American Free Trade Agreement (NAFTA)</i> 568 TWE: RC 432, 565 C 432 WP 565 WWW 568 S 569
15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.	SE: 430-431, 432, 467 <i>Section 2 Assessment</i> 432 TWE: SA 432
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: 429-430, 543-545, 566 <i>American Biographies</i> 430 <i>Reading Check</i> 511 <i>Economics and You</i> 547 TWE: AB 430 DCE 467 RC 511 MDT 567
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: 417-418, 429-430, 437, 468-469, 502-506, 516-518, 531-533, 573 <i>Americans in Action</i> 502 <i>Federal Regulatory Agencies</i> 504 TWE: CLA 417 T 503 CGO 511 S 505 ICA 505
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: <i>Analyzing Primary Sources</i> 43 <i>Documents of American History</i> 659-670 TWE: T 43
16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.	SE: <i>Critical Thinking Skillbuilder</i> 18, 43, 145, 319, 328, 443, 490, 605 TWE: C 427 T 565
16.A.3c Identify the differences between historical fact and interpretation.	SE: <i>Analyzing Primary Sources</i> 43 <i>Critical Thinking Skillbuilder</i> 145, 251, 328 <i>Applying the Skill</i> 328 TWE: T 43, 328 SKA 328

OBJECTIVES	PAGE REFERENCES
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: 30-32, 33-38, 39-42 <i>Americans in Action</i> 33 <i>Time Political Cartoons</i> 38 TWE: CLA 34 TLL 50
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: 33-38, 44-47, 55-59 <i>Citizenship and You</i> 50 <i>Time Political Cartoons</i> 59 TWE: B 44 WWW 44, 45 T 45 A 46 C 47 TPC 59
16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.	SE: 50, 60-81 <i>What It Means</i> 72, 73 TWE: ETC 66, 72 T 70, 73 B 72 CC 73 CTA 73
16.B.3d (US) Describe ways in which the United States developed as a world political power.	SE: 570, 624-625, 627 <i>Issues to Debate</i> 581 <i>Organization of the United Nations</i> 618 <i>Section Assessment</i> 627 TWE: T 581, 618 DYK 621 SA 627
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.	SE: 344-346 <i>Americans in Action</i> 344 <i>Development of Legal Systems</i> 345 TWE: TTT 27 GR 344
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.	SE: 346 TWE: TTT 27
16.B.3c (W) Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.	SE: 28-29 <i>Magna Carta</i> 29 TWE: TTT 27 CCH 29
16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.	SE: 19-21, 30-32

OBJECTIVES	PAGE REFERENCES
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: 30-32 <i>Time Political Cartoons</i> 493 TWE: TPC 493
16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.	SE: 19-21, 58, 486-489 <i>Americans in Action</i> 486 <i>American Biographies</i> 488 <i>Reading Check</i> 488 <i>Section Assessment</i> 489 TWE: F 486 WR 487 CLA 487 RC 488
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: 487-488, 502-506, 535-537 <i>Right-to-Work, State by State</i> 487 <i>Reading Check</i> 488 <i>Americans in Action</i> 502 <i>Federal Regulatory Agencies</i> 504 TWE: RC 488 WWWW 504 ICA 505 S 505
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: <i>Time Reports</i> 584-585 TWE: TTT 27 ETC 584 CLA 585
16.C.3b (W) Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.	See a Glencoe Economics product to meet this objective.
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: 264-265 <i>TV and Leaders</i> 265 <i>Reading Check</i> 265 <i>American Biographies</i> 397, 418 <i>Fact Fiction Folklore</i> 399 TWE: RC 265 CLA 265 ICA 267 AB 397, 418
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: 30-32 <i>House of Burgesses</i> 31 <i>Americans in Action</i> 33 <i>The English Colonies</i> 34 TWE: C 32 YDS 32

OBJECTIVES	PAGE REFERENCES
16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.	See a Glencoe American History product to meet this objective.
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: 22, 28-29, 617-621, 622-627 <i>Critical Thinking Skillbuilder</i> 616 <i>Reading a Time Line</i> 616 <i>Americans in Action</i> 617 TWE: CLA 20 TTT 27 T 616
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: 32 <i>House of Burgesses</i> 31 <i>The English Colonies</i> 34 <i>Interpreting Maps</i> 34 TWE: IM 34 NOTE: Discussion specific to Illinois can be conducted in the classroom setting.
16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.	SE: 32 <i>House of Burgesses</i> 31 <i>The English Colonies</i> 34 <i>Interpreting Maps</i> 34 TWE: IM 34
16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850-present, on the environment.	SE: 334-337 <i>Americans in Action</i> 334 <i>Guide to Reading</i> 334 <i>Recycling Waste</i> 335 <i>Time Teens in Action</i> 336 TWE: F 334 CLA 335 T 335 CA 335 C 337
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.	See a Glencoe World History product to meet this objective.
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: <i>Critical Thinking Skillbuilder</i> 88 <i>Applying the Skill</i> 88, 528 <i>Citizenship Skillbuilder</i> 528 TWE: T 88, 528 SKA 88, 528

OBJECTIVES	PAGE REFERENCES
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: <i>Critical Thinking Skillbuilder</i> 205, 415, 457 <i>Applying the Skill</i> 205, 415 TWE: T 205, 415, 457 SKA 205, 415
B. Analyze and explain characteristics and interactions of 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: 336-337 TWE: C 427 T 565
17.B.3b Explain how changes in components of an ecosystem affect the system overall.	SE: 334-337 <i>Americans in Action</i> 334 <i>Guide to Reading</i> 334 <i>Recycling Waste</i> 335 <i>Time Teens in Action</i> 336 <i>Section Assessment</i> 337 TWE: GR 334 CLA 335 TTA 336 MSN 336 SA 337
C. Understand relationships between geographic factors and society.	
17.C.3a Explain how human activity is affected by geographic factors.	SE: <i>The English Colonies</i> 34 <i>Interpreting Maps</i> 34 TWE: IM 34 C 427 T 565
17.C.3b Explain how patterns of resources are used throughout the world.	SE: 334-337 <i>Americans in Action</i> 334 <i>Recycling Waste</i> 335 <i>Time Teens in Action</i> 336 TWE: GR 334 CA 335 CLA 335 CC 336 TTA 336 C 427 T 565
17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.	SE: 22 <i>U.S. Immigration, Selected Decades</i> 20 <i>Analyzing Graphs</i> 20 <i>Reading Check</i> 22 TWE: TA 2 AG 20 CLA 20

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: 22 <i>Economics and You</i> 411 TWE: CLA 20 EY 411
17.D.3b Explain how interactions of geographic factors have shaped present conditions.	SE: 336-337 TWE: CLA 20, 335
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: <i>Analyzing Visuals</i> 49 <i>Celebrate our Diversity</i> 124 <i>Americans in Action</i> 125 <i>Issues to Debate</i> 507 TWE: T 507
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: 121, 551-552 <i>Education</i> 549 <i>Americans in Action</i> 120 TWE: CA 22
18.B.3b Explain how social institutions contribute to the development and transmission of culture.	SE: xxiv-xxv <i>Civic Participation</i> 7 <i>Displaying Patriotism</i> 22 <i>Americans in Action</i> 120 TWE: CA 22
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: 19-23, 30-32, 33-38, 39-42 <i>American Biographies</i> 16 <i>Americans in Action</i> 19 <i>Time Teens in Action</i> 21 <i>The Declaration of Independence</i> 44-47 TWE: TTA 21 C 23
18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.	SE: 113-115, 270-271 <i>American Biographies</i> 16, 273 <i>Time Teens in Action</i> 21 <i>Americans in Action</i> 113 <i>Reading Check</i> 115 TWE: GR 19 TTA 21 RC 115

Codes Used for TWE Pages

A	Assess
AB	American Biographies
AG	Analyzing Graphs
AI	Analyzing Information
AP	Analyzing Powers
APR	Analyzing Prices
AUB	Analyzing Unemployment Benefits
B	Bellringer
C	Close
CA	Caption Answer
CC	Curriculum Connection
CCH	Creating a Chart
CD	Classifying Decisions
CGO	Creating a Graphic Organizer
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
CY	Citizenship and You
DCE	Determining Cause and Effect
DI	Discussing Incentives
DYK	Did You Know?
EC	Evaluating Charts
ETC	Extending the Content
EY	Economics and You
F	Focus
G	Graphing
GR	Guide to Reading
ICA	Interdisciplinary Connections Activity
IM	Interpreting Maps
MDT	Making Decisions About Tariffs
MSN	Meeting Special Needs
RC	Reading Check
S	Summarizing
SA	Section Assessment
SKA	Skillbuilder Answers
T	Teach
TA	Team-Teaching Activity
TLL	Two-Minute Lesson Launcher
TPC	Time Political Cartoons
TTA	Time Teens in Action
TTT	Teacher-to-Teacher Activity
WIC	Working In Your Community
WL	Writing Letters
WP	Writing a Paragraph
WR	Writing a Report
WWWW	What?Who?Where?When?
YDS	You Don't Say...