



Correlation of *The American Vision* to the Illinois Social Science Goals 14–18

Illinois Social Science Goals 14–18	Student Edition Pages	Teacher Edition Pages
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.		
14.A.4 Analyze how local, state and national governments serve the purposes for which they were created.	152, 156, 162, 168, 180–187, 189–207, 211	156, 162, 169, 179, 180, 207
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.	180–181, 182, 185, 186	180, 182, 186
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.		
14.B.4 Compare the political systems of the United States to other nations.	148, 154, 155, 215–216, 234, 709–710, 969	152, 709
14.B.5 Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).	33, 36, 147–149, 553, 709, 969	148, 709
C. Understand election processes and responsibilities of citizens.		
14.C.4 Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States.	121, 148–149, 179, 185–187, 192	121, 165
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).	148–149, 187, 203, 204, 545, 546, 549, 550, 551, 874	204, 205, 544, 545, 549, 550, 551, 874
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.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.	980–984, 1017, 1018, 1020, 1021, 1025	876, 981, 982, 984
14.D.5 Interpret a variety of public policies and issues from the perspectives of different individuals and groups.	867–868, 874–875, 880, 905–907, 909, 921–922, 930, 933, 935, 936	856, 867, 884, 891, 906, 923

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E. Understand United States foreign policy as it relates to other nations and international issues.		
14.E.4 Analyze historical trends of United States foreign policy (e.g., emergence as a world leader—military, industrial, financial).	518, 520–525, 527–533, 537, 538, 539, 540–541, 542, 543, 582–583, 594, 725–730, 771	525, 530, 538, 541
14.E.5 Analyze relationships and tensions among members of the international community.	522–523, 525, 529–531, 582–583, 729–730, 780–781, 782, 785–786, 799–800, 802, 848–850, 969, 1004–1005, 1020–1021, 1031–1036, 1037, 1038	528, 782, 800, 1005, 1035, 1037
F. Understand the development of United States political ideas and traditions.		
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).	348, 380, 392–393, 546–549, 553, 569–570, 572, 573, 676, 682–688, 691–694, 698–700, 702, 703	553, 683, 684, 686, 688, 693, 699, 700
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).	868, 871, 872, 874–875, 877, 879, 880, 888, 889, 927–930, 932–937, 946	872, 874, 877, 878, 880, 930, 936
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).	843–845, 982–984, 992	984
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.4a Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources.	646, 737–738, 753–754	737, 753, 754
15.A.4b Describe Gross Domestic Product (GDP).		436
15.A.4c Analyze the impact of inflation on an individual and the economy as a whole.	160, 271, 352, 501, 569, 600, 646, 753, 809, 964, 965, 966, 977, 987, 1018, 1023	384D, 501, 752, 966
15.A.4d Explain the effects of unemployment on the economy.	662, 842–843, 936, 965–966, 987, 1018	664, 669, 966
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.	963, 964, 1017	97, 434D, 446, 451, 643, 644, 645, 817, 819
15.A.5b Analyze the impact of economic growth.	248, 249, 437, 1017	434, 480, 704, 819, 821
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).		436



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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).		499, 752
B. Understand that scarcity necessitates choices by consumers.		
15.B.4a Explain the costs and benefits of making consumer purchases through differing means (e.g., credit, cash).	35, 99, 271, 438, 644, 645, 646	644, 824
15.B.4b Analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices.	241, 586, 591, 599, 663	588, 603, 704, 754
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.	642, 644, 658, 659	440, 502, 645, 752, 815
15.B.5b Analyze how inflation and interest rates affect consumer purchasing power.	501, 599, 600, 753, 809, 964, 965, 966, 982, 983, 984, 987, 1017	384D, 501, 752
15.B.5c Analyze elasticity as it applies to supply and demand and consumer decisions.	641, 645	85, 417
C. Understand that scarcity necessitates choices by producers.		
15.C.4a Analyze the impact of political actions and natural phenomena (e.g., wars, legislation, natural disaster) on producers and production decisions.	501, 586, 587, 599	586, 588, 603, 704, 754, 818
15.C.4b Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy.	436, 437, 438–439, 440, 640–642, 644, 645, 646, 815, 978	410, 434D, 437, 438, 440, 446, 450, 644
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).	248, 438, 439, 449, 964, 1013	448, 449, 568, 818
15.C.5b Explain how changes in non-price determinants of supply (e.g., number of producers) affect producer decisions.	645, 659, 660	42, 97, 440, 645
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).	646, 753, 965, 987	496, 809
D. Understand trade as an exchange of goods or services.		
15.D.4a Explain the meaning and importance of “balance of trade” and how trade surpluses and deficits between nations are determined.	437, 648–649, 964, 1022–1023, 1024	1023
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.	437, 438, 1023, 1024	85, 97, 119
15.D.4c Describe the impact of worker productivity (output per worker) on business, the worker and the consumer.	85, 437, 641, 815	88, 641, 815
15.D.5a Explain how transaction costs affect decisions to produce or consume.	644, 965, 1017	644, 965

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15.D.5b Analyze why trade barriers and exchange rates affect the flow of goods and services among nations.	241, 439, 646, 649, 658, 964, 1023	241, 649, 729, 964
15.D.5c Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing.	248, 249, 436, 437, 438, 439, 440, 441, 640, 641, 642, 643, 644, 645, 646, 659	248, 249, 439, 442, 446, 641, 642, 643, 644, 645, 646, 973
E. Understand the impact of government policies and decisions on production and consumption in the economy.		
15.E.4a Explain why government may intervene in a market economy.	437, 438, 439, 478, 547, 648, 981	241, 659, 754, 941
15.E.4b Describe social and environmental benefits and consequences of production and consumption.	483, 547, 641–642, 817	642, 940, 942
15.E.4c Analyze the relationship between a country’s science/technology policies and its level and balance of trade.	964, 1022, 1023, 1024	1022, 1025
15.E.5a Explain how and why government redistributes income in the economy.	648, 682–688, 858, 859, 860	683, 684, 685, 686, 687, 688, 857, 858, 859, 860
15.E.5b Describe how fiscal, monetary and regulatory policies affect overall levels of employment, output and consumption.	438, 439, 569, 646, 648, 660, 965, 967, 987, 1013, 1024	35, 161, 659, 754, 983
15.E.5c Describe key schools of thought (e.g., classical, Keynesian, monetarist, supply-side) and explain their impact on government policies.	648, 698, 964, 987	648, 698, 987
STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.		
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.		
A. Apply the skills of historical analysis and interpretation.		
16.A.4a Analyze and report historical events to determine cause–and–effect relationships.	35, 120, 129, 146, 155, 314, 345, 601, 645, 658, 784, 816, 902–903	120, 129, 270, 611, 614
16.A.4b Compare competing historical interpretations of an event.	256, 281, 383, 453, 828–829, 902–903	111, 252, 255, 281, 383, 453, 902
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).	18–19, 124–125, 132–133, 401, 452–453, 534–535, 598, 618–619, 770–771, 898–899, 902–903, 915	124–125, 311, 452–453, 534–535, 598, 618–619, 902–903, 915
16.A.5b Explain the tentative nature of historical interpretations.	251–256, 278–282, 308–309, 452–453, 610–616, 902–903	252, 254, 280, 452–453, 611, 902–903



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Illinois Social Science Goals 14–18	Student Edition Pages	Teacher Edition Pages
B. Understand the development of significant political events.		
16.B.4 (US) Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative).	173–174, 176, 213, 214, 218–220, 223, 232, 240–241, 267, 270–271, 547, 550–553, 679, 683, 695–700, 978, 981, 982, 1066, 1067	157, 174, 175, 182, 214, 270, 545, 547
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).	789, 872, 875–880, 896–901, 930	872, 877, 901
16.B.5b (US) Analyze how United States political history has been influenced by the nation's economic, social and environmental history.	132–133, 270, 324, 615–616, 682–688, 691–692, 694, 856–860, 872, 939–943, 987–988	683, 685, 692, 694, 859, 860, 872, 941, 943, 987
C. Understand the development of economic systems.		
16.C.4a (US) Explain how trade patterns developed between the Americas and the rest of the global economy, 1500–1840.	95–97, 120–123, 229	95–97, 120–123, 228
16.C.4b (US) Analyze the impact of westward expansion on the United States economy.	217–220, 223–224, 227–232, 246–249, 294–297, 330, 328–329	297, 301, 412, 415, 417, 418, 419
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.	587, 610–616, 663, 741–750, 926–930	587, 610–616, 663, 741, 749, 750, 751, 926–930
16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II.	778–780, 785–786, 801, 808–813, 815, 847–850, 892–895, 945, 955–957, 963–965, 1013–1015, 1023–1024	777–780, 785, 801, 808–809, 847–850, 892, 894–895, 945, 956–957, 963, 965, 1014–1015, 1023–1024
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.	270–271, 279–285, 287–288, 300–304, 327–331, 350–356, 615–616, 629–630, 682–694, 850–851, 866–886	270–271, 279–283, 285, 287–288, 300–304, 327–331, 350–355, 615–616, 629–630, 682–694, 850–851, 866–886
D. Understand Illinois, United States and world social history.		
16.D.4a (US) Describe the immediate and long-range social impacts of slavery.	284–288, 257–258, 326–331	284–288, 326–331
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).	350–363, 896–901, 904–907, 920–930, 932–937, 1031–1037	361–363, 905–907, 922–937, 1033–1035, 1037
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.	270–271, 279–285, 287–288, 300–304, 327–331, 350–356, 615–616, 629–630, 682–694, 850–851, 866–886	270–271, 279–283, 285, 287–288, 300–304, 327–331, 350–355, 615–616, 629–630, 682–694, 850–851, 866–886



Illinois Social Science Goals 14–18	Student Edition Pages	Teacher Edition Pages
E. Understand Illinois, United States and world environmental history		
16.E.4a (US) Describe the causes and effects of conservation and environmental movements in the United States, 1900 – present.	558–559, 565, 939–945	559, 565, 939–945
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).	429–430, 445–446, 457–459, 558–559, 939–941	429–430, 445–446, 558–559
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.	472, 940–943	472, 940–943
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.	548–549, 663, 939–943, 945, 1016, 1025, 1035	548–549, 663, 939–943, 945–946, 1025, 1035
STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.		
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.		
A. Locate, describe and explain places, regions and features on the Earth.		
17.A.4a Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).	16, 17, 29, 54, 92, 99, 127, 168, 224, 226, 243, 248, 274, 301, 307, 309, 323, 335, 347, 351, 367, 387, 402, 407, 418, 421, 443, 455, 483, 493, 506, 522, 557, 577, 585, 648, 683, 712, 740, 753, 772, 781, 791, 795, 801, 818, 829, 831, 855, 856, 869, 871, 875, 877, 878, 895, 897, 906, 921, 922, 927, 933, 941, 957, 960, 961, 967, 991, 1017, 1021	351, 367
17.A.4b Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.	34, 43, 81, 85, 92, 96, 296, 560–561, 666–667	34, 378



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<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>1–3, 13, 22, 30, 34, 47, 59, 65, 68, 70, 75, 76, 81, 85, 92, 96, 107, 111, 119, 130, 140, 144, 150, 155, 177, 220, 231, 235, 246, 258, 263, 270, 287, 296, 303, 305, 310, 312, 315, 329, 330, 341, 347, 358, 360, 362, 379, 383, 394, 405, 417, 428, 437, 445, 457, 465, 494, 530, 543, 551, 568, 573, 579, 595, 605, 613, 663, 715, 724, 733, 744, 748, 751, 760, 767, 775, 782, 787, 800, 805, 811, 863, 889, 893, 908, 917, 947, 953, 983, 1002, 1009, 1028</p>	<p>2, 3, 6, 7, 13, 22, 30, 34, 43, 59, 65, 68, 70, 75, 76, 85, 92, 93, 96, 107, 119, 130, 140, 144, 150, 220, 231, 246, 258, 270, 287, 296, 303, 305, 310, 312, 329, 330, 341, 358, 360, 362, 394, 405, 417, 428, 437, 445, 457, 465, 494, 530, 551, 560, 568, 579, 595, 613, 663, 684, 715, 724, 729, 744, 748, 751, 760, 767, 782, 787, 800, 811, 893, 908, 953, 983, 1002, 1028, 1034</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>43, 85, 92, 96, 111, 246, 417, 437, 445, 515, 539, 663, 666–667, 684–685</p>	<p>246, 539</p>
<p>17.B.4b Analyze trends in world demographics as they relate to physical systems.</p>	<p>13, 22, 30, 65, 68, 107, 270, 287, 296, 329, 465, 482, 613, 724, 751, 983, 993</p>	<p>466, 613, 616, 816</p>
<p>17.B.5 Analyze international issues and problems using ecosystems and physical geography concepts.</p>	<p>59–60, 62–63, 244, 306–311, 730, 762–763, 1004, 1005</p>	<p>64, 309, 311</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>14, 295, 415, 421–422, 437, 440, 666–667, 940, 941, 942</p>	<p>237, 941, 942</p>
<p>17.C.4b Analyze growth trends in selected urban areas as they relate to geographic factors.</p>	<p>415, 416–419, 663, 666–667</p>	<p>416, 463, 474</p>
<p>17.C.4c Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban).</p>	<p>14, 474–475, 835, 982–983, 992–993</p>	<p>14, 829, 983</p>
<p>17.C.5a Compare resource management methods and policies in different regions of the world.</p>	<p>558–561, 939–943, 982, 1024–1025</p>	<p>475, 940, 941, 943, 1024</p>
<p>17.C.5b Describe the impact of human migrations and increased urbanization on ecosystems.</p>	<p>12–17, 18–19, 42–43, 85, 472, 474–475, 992–993</p>	<p>16, 475</p>
<p>17.C.5c Describe geographic factors that affect cooperation and conflict among societies.</p>	<p>226–227, 306–311, 538–539, 540, 730, 751, 762–763, 1004, 1005</p>	<p>309, 538, 762</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>415, 420–421, 437, 666–667, 939, 941, 942</p>	<p>941, 942</p>



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<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>56, 468, 700, 752, 866–872, 873–880, 881–886, 914, 944–945, 982, 1003, 1004, 1005</p>	<p>18, 944</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>12–17, 38–44, 273–277, 464–468, 476–480, 485–486, 620–623, 624, 625, 626–630, 631, 820–825, 826, 828–832, 864–865, 866–872, 873–880, 1031–1037</p>	<p>13, 15, 276, 468, 477, 479, 480, 622, 623, 628, 629, 630, 821, 822, 823, 825, 1033</p>
<p>18.A.5 Compare ways in which social systems are affected by political, environmental, economic and technological changes.</p>	<p>13, 14, 15–16, 18–19, 84–85, 245, 249, 253, 269–270, 322, 327, 343–345, 366–368, 420–423, 426–430, 459, 471, 587, 626–628, 661–662, 663–665, 749–754, 814–819, 820–825, 826–827, 828–831, 872, 875–880, 904–906, 922–925, 930, 983–984, 996–997</p>	<p>16, 17, 18–19, 246, 270, 366, 368, 662, 665, 672, 750, 751, 818, 819, 822, 823, 832, 872, 902, 906, 984</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>684–685, 691–692, 786, 799, 857, 879, 928, 935, 941, 988, 990, 1017, 1023</p>	<p>684, 786, 849, 857, 935, 1017</p>
<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>17, 347, 433, 633, 835, 977</p>	<p>253, 373, 378, 427, 428, 817, 819, 826, 832, 874</p>
<p>C. Understand how social systems form and develop over time.</p>		
<p>18.C.4a Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).</p>	<p>27–31, 32–33, 34–35, 43–44, 95</p>	<p>46, 47, 95</p>
<p>18.C.4b Analyze major contemporary cultural exchanges as influenced by worldwide communications.</p>	<p>439–440, 450, 470–471, 795–796, 820–826, 848–849, 972–973, 995–996, 1013–1014</p>	<p>439, 822, 823, 1014</p>
<p>18.C.5 Analyze how social scientists' interpretations of societies, cultures and institutions change over time.</p>	<p>12–13, 18–19, 44, 427–428, 588, 589, 669, 752–753, 898–899</p>	<p>669, 752, 753, 773</p>