

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★  
**SOCIAL STUDIES**

© 2005

to the

**Illinois**  
**Social Science**  
**Descriptors**  
Stages A-F



G/SS-26

## **Scott Foresman Social Studies**

This document demonstrates how **Scott Foresman Social Studies** supports the Illinois Social Science Descriptors. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition pages.

**Scott Foresman** is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

### **Content**

**Scott Foresman Social Studies** content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

### **Accessibility**

**Scott Foresman Social Studies** provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

### **Motivation**

**Scott Foresman Social Studies** is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

### **Accountability**

**Scott Foresman Social Studies** provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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**Scott Foresman Social Studies –All Together  
to the  
Illinois Social Science Descriptors**

**Stage A**

**14A** - Students who meet the standard can understand and explain basic principles of The United States government.

- 1. Name rules and responsibilities that students have at home, in school, and in public places.**  
E12-E13, H2-H3, H4-H5, H8-H9, 4, 14a, 14, 16-17, 22a, 22-23, 24-25, 27a, 94-97, 98-99, 99a
- 2. Describe rules that help students treat each other fairly.**  
H4-H5, 4, 22a
- 3. Demonstrate ways students help each other (e.g., taking turns and sharing).**  
H4-H5, 4, 13a, 14a
- 4. Explain the consequences of breaking rules.**  
H4-H5, 4, 26-27
- 5. Give an example of a fair resolution to a conflict among people.**  
4, 18-19, 26-27, 39

**14B** - Students who meet the standard can understand the structures and functions of the political systems of Illinois, The United States, and other nations.

- 1. Identify persons who are authority figures in their home, school, and community.**  
E14-E15, 70-71
- 2. Describe a person who provides positive leadership for others.**  
E14-E15, 18-19, 70-71, 112-113, 160-161, 244-245, 256-257
- 3. Name a person who has served as President of the United States.**  
186-187, 215, 216-217, 226, 228

- 4. Identify a type of official who has an office or role within a government (e.g., mayor, Congressman, President).**  
E14-E15, 71, 73a, 85, 220-221
- 5. Name a duty, job, or responsibility of a government (e.g., protection of the people, make laws).**  
E14-E15, 70-71, 218-221

**14C** - Students who meet the standard can understand election processes and responsibilities of citizens.

- 1. Discuss decision-making in their lives.**  
H5, 71, 105, 144, 239
- 2. Describe a situation where people vote to resolve their differences and decide what to do.**  
219, 222-223
- 3. Lead a class vote over something the class would like to do.**  
186, 223a
- 4. Explain why majority rule is used in group decision-making (e.g., voting for food at a class party).**  
218-219, 221, 223a

**14D** - Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, The United States, and other nations.

- 1. Name a student or parent group that serves their school.**  
24, 25, 160-161
- 2. Describe a person in the community who helps to improve the lives of others (e.g., community center director, day care providers).**  
70-71, 73a, 160-161, 162-163, 244-245
- 3. Identify a government official or public servant carrying out their duties or responsibilities (e.g., a police officer arresting a criminal, lifeguard teaching swimming at the city pool).**  
18-19, 24, 70-71, 72-73, 73a

**14E** - Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

- 1. Identify a country other than the United States to which a person can travel.**  
H21, 154-155, 174-175, 232-233, 234-235, 236-237
- 2. Recognize the titles for heads of government (e.g., presidents).**  
186-187, 215, 216-217, 226, 228

**14F** - Students who meet the standard can understand the development of United States political ideas and traditions.

- 1. Give reasons for being honest and truthful when talking and working with other people.**  
H2-H3, 222-223
- 2. State the benefits of showing respect for the ideas and property of others.**  
H2-H3, 244-245
- 3. Name a holiday with political significance.**  
62, 65, 203, 205, 210, 212, 213, 214-215, TR20, TR21, TR22, TR23, TR26, TR28
- 4. Identify a patriotic symbol of the United States (e.g., flag, bald eagle).**  
208a, 208-209, 210-211, 211a, 221, TR19, TR27
- 5. Describe what freedom means.**  
186-187, 198, 202a, 202-203, 204-205, 207a
- 6. Recite the Pledge of Allegiance.**  
H6-H7, 16-17

**15A** - Students who meet the standard understand economic systems, with an emphasis on The United States.

- 1. Identify goods and services from a set of pictures of goods and services.**  
E4-E5, 91, 107a, 108-109, 110-111, 112-113, 130, 238-239
- 2. Describe a choice they have made and explain why they had to make a choice.**  
100a, 104a, 104-105, 107a

3. **Suggest a way in which a scarce item could be distributed (e.g., one jump rope, 3 children).**  
112-113
4. **Describe jobs they do at home.**  
94a, 94-95, 99, 99a
5. **Identify workers they see at school and in the community.**  
E4-E5, E6-E7, 108a, 108-109, 110-111, 115a, 116-119, 123a, 124-125, 126-127, 127a, 134

**15B** - Students who meet the standard understand that scarcity necessitates choices by consumers.

1. **Identify a choice students have made when buying a good or service.**  
103a, 104a, 105, 107a
2. **List goods they want and label them as "wants."**  
90, 101, 107a, 130
3. **Make a choice between two items and tell what was given up.**  
104, 107a

**15C** - Students who meet the standard understand that scarcity necessitates choices by producers.

1. **Identify people who produce goods and services in the community.**  
88-89, 90-91, 92-93, 108-109, 110-111, 112-113, 115a, 116-119, 123a, 164-167
2. **List the resources needed to make a simple item.**  
92-93, 123a, 134, 167

**15D** - Students who meet the standard understand trade as an exchange of goods or services.

1. **Identify exchanges that students have made without the use of money.**  
99a, 104a
2. **Identify exchanges that students have made with the use of money.**  
92-93, 104a, 105, 106-107, 107a

**3. List items that students use but do not make themselves.**

100, 101, 102-103, 104, 107a, 116-118, 124-125

**15E** - Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.

**1. Identify workers who provide public goods and services in the community.**

70-71, 73a, 109, 220-221, 244-245

**16A** - Students who meet the standard can apply the skills of historical analysis and interpretation.

**1. Give an example of an event that occurred in the past and an example of a current event.**

86, 206-207, 212-213, 214-215

**2. Place a series of events that occurred during their lifetime in chronological order.**

21a, 28a, 36a, 146-147, 230

**3. Tell why they need to know about their past, and others' pasts.**

28-31, 62-65, 66-67, 68-69, 69a, 72-73, 190-191, 192-193, 194-195

**4. Use a story or an image about the distant past to tell about what life was like during that period.**

188-189, 196-197, 201a, 202-205, 207a, 245

**16B** - Students who meet the standard understand the development of significant political events.

**1. Name commemorative holidays and festivals. (US)**

E10-E11, 21, 62, 63, 64, 65, 66-67, 184-185, 186, 197, 199, 203-205, 210-, 212, 213, 214, 215, 226-229

**2. Explain why important people and events are remembered on holidays. (US)**

E10-E11, 21, 62, 63, 64, 65, 66-67, 184-185, 186, 197, 199, 203-205, 210-, 212, 213, 214, 215, 226-229

**3. Tell how a past event has influenced their life. (US)**

E3-E4, 236-237, 242-243, 245a, 246-247, 248-249, 250-251, 252-253



4. **Tell about a current political event in the world today. (W)**  
86, 234-235, 265a
5. **Tell how people were governed in the past (e.g., what did kings do? What did nobles do? What rights did people have?). (W)**  
E14-E15, 202-203, 204-205, 206-207, 240-241

**16C** - Students who meet the standard understand the development of economic systems.

1. **Provide examples of goods and services traded in the past. (US)**  
102-103, 114-115, 122-123, 164a, 166-167, 194-195, 243, 247, 248-249, 250-251, 252-253
2. **Compare/contrast images of people trading in the past and present. (US)**  
106, 107
3. **Identify economic choices (e.g., crops to plant, items to trade) made by people in the past and present. (W)**  
E4-E5, 92-93, 104a, 104-105, 107a, 116-119, 124a, 156-159, 164-167, 170a, 238a, 238-239
4. **Cite examples of workers from around the world in the past and present. (W)**  
77, 240-241, 247, 259, 265a

**16D** - Students who meet the standard understand Illinois, United States, and world social history.

1. **Describe a family tradition. (US)**  
62-63, 64-65, TR23
2. **Use an image or other historical source from the past to describe family roles. (US)**  
62-63, 64
3. **Describe a community tradition. (US)**  
62a, 62, 64, 65-66, 69a, 195a, 212-215, TR20, TR22
4. **Identify a family tradition from another land. (W)**  
E10-E11, 62a, 63, 64, 66-67, 198, TR21, TR24, TR28

- 5. Provide examples of traditions and customs from people in the past. (W)**  
E10-E11, 66-67, 198, 259, TR21, TR24

**16E** - Students who meet the standard understand Illinois, United States, and world environmental history.

- 1. Ask a question about what the physical features of the land were like before people came to the local community. (US)**  
45, 46, 190-191, 192-193
- 2. Tell how people survived in the local community many years ago. (US)**  
45, 46, 58-59, 198-199
- 3. Tell how people survived in a place far away and long ago. (W)**  
190-191, 192-193

**17A** - Students who meet the standard can locate, describe and explain places, regions and features on Earth.

- 1. Describe how physical and human features look between home and school (e.g., hilly, flat, a river, trees).**  
E8, H24-H25, 150-151, 152-153
- 2. Construct a model of the physical and human features on the school grounds or in the neighborhood (e.g., using a sandbox and toys).**  
155, 155a
- 3. Describe daily changes in the weather and in the seasons in your community.**  
142a, 142-143, 144-145, 146-147, 149a
- 4. Identify land and water areas on a map of the local community and on a globe.**  
150-151, 152-153
- 5. Identify the globe as a model of Earth.**  
H20-H21, 74a, 154-155, 155a
- 6. Locate objects in the classroom using a simple map.**  
H24-H25, H26, 7

**17B** - Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

- 1. Compare physical features of different places around the community using photographs.**  
44-45, 46-47, 48-49, 52-53, 61a, 74, 150-151, 152-153
- 2. Describe physical features seen on a field trip or a vacation.**  
54-55, 61a, 150-151, 152-153, 176a
- 3. Show seasonal change (e.g., marking the changing length of a student's shadow at various times throughout the year, drawing or taking a picture of a student by a tree at various times throughout the year).**  
TR18, TR21, TR24

**17C** - Students who meet the standard can understand relationships between geographic factors and society.

- 1. Identify pictures showing how people use air, water, and land in different ways.**  
46-47, 48-49, 50-51, 52, 54-55, 56a, 56-57, 58-59, 138-139, 142a, 150-151, 152-153
- 2. Describe how people dress for various activities (e.g., making a snowman, going to the beach, going on a picnic).**  
60, 138-139, 142a, 144-145
- 3. Identify food resources coming from farms and water resources from rivers.**  
151, 156-157, 164a, 164-167, 175a

**17D** - Students who meet the standard can understand the historical significance of geography.

- 1. Draw pictures of changes in natural vegetation in your neighborhood during the four seasons.**  
142a, 142-143, 144-145, 150-151, 152-153
- 2. Observe and record changes in the school and local community through pictures or photos.**  
28a, 28-29, 30-31, 34-35, 35a, 58-59, 79a, 148-149, 149a, 164a, 166, 169a

- 3. Tell how shopping areas, housing, play areas, and businesses in the local neighborhood have changed over time.**

58-59, 78-79, 79a, 148-149, 149a, 164a

**18A** - Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

- 1. List cultural groups in your community (e.g., churches, clubs, YMCA).**

E10-E11, 10-11, 18-19, 21a, 46-47, 50-53, 62, 64, 66-67, 72-73, 114-115

- 2. Give examples of language, traditions, and artifacts that represent the community.**

E10-E11, 12-13, 32-33, 34-35, 50-53, 58-59, 62-63, 64-65, 66-67, 68-69, 69a

**18B** - Students who meet the standard can understand the roles and interactions of individuals and groups in society.

- 1. List activities that groups do together on a regular basis.**

8a, 8-9, 10-11, 16, 46-47, 64, 112-113

- 2. Tell about the roles of family members.**

8a, 9, 12-13

- 3. Tell about the roles performed by people in the community.**

E4-E5, 14a, 24, 25, 32-33, 46-47, 52-53, 64, 66, 70-71, 112-113

**18C** - Students who meet the standard can understand how social systems form and develop over time.

- 1. List social categories (e.g., father, cousin, employer, friend) to which people belong.**

H2, 62-65, 94a, 94-95, 99, 100-101

- 2. Identify the basic needs of individuals and groups for survival.**

90-91, 100a, 100-101, 108a, 108-109, 110-111, 112-113

### **3. Scott Foresman Social Studies—People and Places to the Illinois Social Science Descriptors**

#### **Stage B**

**14A** - Students who meet the standard can understand and explain basic principles of The United States government.

- 1. Tell about some rules and responsibilities that students have in school to help promote order and safety.**

H4, 10, 11, 15a

- 2. Name some of the benefits of sharing and taking turns during games and group activities.**

H3

- 3. Explain why schools have rules to help students learn.**

H5, 11, 14-15

- 4. Produce new rules that could apply to students' lives at home or school.**

11

- 5. Demonstrate examples of honesty and fairness when playing or working with other students.**

H3, 14

- 6. Give an example of how governments help people live safely and fairly.**

E14-E15, 4, 8a, 9, 11, 15a, 83, 152-153, 156-157

- 7. Identify why people need governments to help organize or protect people.**

E14-E15, 4, 11, 15a, 152-153, 156-157

**14B** - Students who meet the standard can understand the structures and functions of the political systems of Illinois, The United States, and other nations.

- 1. Identify the officials and political bodies that form the organization of their local government (mayor, police chief, justice of the peace).**

9, 154a, 154-155, 156-157

2. **Name the current President of the United States.**  
166a, 168, 171a
3. **Identify important services provided by local governments to people (e.g., police and fire protection, parks departments).**  
112a, 112, 113, 114-115, 118-119, 119a, 154a, 154-155, 156-157

**14C** - Students who meet the standard can understand election processes and responsibilities of citizens.

1. **Discuss a situation in their home or school that illustrates people being responsible in their duties or job.**  
E12-E13, H2-H3, H4-H5, 10, 11, 12-13, 14-15, 15a
2. **List examples of responsible student classroom behavior.**  
H2-H3, 4-5, 15a
3. **Summarize the outcome of classroom decision-making in terms of what was decided by the majority of the students.**  
H5, 4-5, 15a
4. **Identify elected leaders (e.g., mayor, governor, president).**  
150-151, 154a, 155, 159a, 160, 161, 162, 163, 165a, 166a, 168

**14D** - Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, *The United States*, and other nations.

1. **Identify a student or parent group that serves the school.**  
12-13, 14-15
2. **State the interests of students and adults involved in a school project (e.g., a fund raising activity to buy and build new playground equipment for their school).**  
E12-E13, 12-13, 14-15
3. **Tell how a student should express ideas in a respectful manner to another student or to teachers.**  
H2-H3, 15a

**4. Recognize the responsibilities of local government.**

112-113, 114-115, 154a, 154-155, 156-157

**14E** - Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

**1. Tell about someone that students have seen or met (e.g., on television, in a book, in the neighborhood) who lives in another country.**

17, 18, 38-39, 40-41

**2. Tell about food from other countries.**

16-17, 136-137

**3. Identify a product or artifact that comes from another country (e.g., food, toys).**

16-17, 18, 272a, 272-273, 274-275

**14F** - Students who meet the standard can understand the development of United States political ideas and traditions.

**1. Identify an example of behavior that shows someone showing good citizenship (e.g., recycling, being honest when being questioned).**

E12-13, E15, 12-13, 28-29, 74-75, 86-87, 88-89, 110-111, 116-117, 158-159, 170-171, 178-179, 206-207, 220-221, 234-235, 254-255

**2. Give examples of people being honest and truthful when working with others.**

H2-H3

**3. Describe how a holiday such as the Fourth of July represents the idea of freedom.**

H8-H9, 219, 240, 257

**4. Describe how a holiday such as Veteran's Day represents the idea of sacrifice to preserve freedom.**

H8-H9, 257, 287

**5. State reasons why people benefit from basic rights such as freedom of speech.**

E14-E15, 151, 180-181, 182-183, 190, 196, 216a, 216, 217-219, 250, 230a, 230-233, TR18, TR20, TR22, TR23, TR27, TR28

**15A** - Students who meet the standard understand economic systems, with an emphasis on The United States.

- 1. List and categorize goods and services families consume.**  
100-101, 104a, 104-105, 123
- 2. Explain how a family made a choice.**  
104a, 106-107
- 3. Identify at least three ways in which a scarce item might be distributed in the classroom (e.g., 10 cookies for 20 children).**  
12-13, 15, 108, 109
- 4. Identify jobs students might do to earn pay.**  
102-103, 108-109, 126, 129
- 5. Identify jobs adults do.**  
E4-E5, 105, 111a, 112a, 112-113, 114-115, 118-119, 119a, 120a, 120-124
- 6. Match workers in the community to the goods and services they produce.**  
E4-E5, 105, 111a, 112a, 112-113, 114-115, 118-119, 119a, 120a, 120-124, 125a

**15B** - Students who meet the standard understand that scarcity necessitates choices by consumers.

- 1. Describe times when students or families have been consumers.**  
E4-E5, 52-53, 107, 123
- 2. Identify a choice students have made about the use of time.**  
12-13
- 3. Choose between two items and correctly identify the item given up as the opportunity cost.**  
107, 108

**15C** - Students who meet the standard understand that scarcity necessitates choices by producers.

- 1. Explain that people who make goods and services are producers.**  
E4-E5, 120a, 120-123, 125a



**2. List examples of human, natural, and capital resources.**

120a, 120-123, 125a

**15D** - Students who meet the standard understand trade as an exchange of goods or services.

**1. Define barter.**

138-139, 139a, 212

**2. Give examples of barter in the economy.**

138-139, 139a, 212

**3. Describe a trade that has been made and why the people agreed to trade.**

138-139, 139a, 212

**15E** - Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.

**1. Identify public goods and services that students or families use.**

14-15, 82-85, 100-101, 104a, 104-105, 106-107, 11a, 112-113, 114-115, 118-119

**16A** - Students who meet the standard can apply the skills of historical analysis and interpretation.

**1. Place a series of events from a chronology (e.g., the student's life) in their proper places on a timeline.**

226-227, 240

**2. Explain how the individual events on a timeline are related to one another.**

226-227, 240

**3. Use a story or an image about the past to describe what life was like for people who lived during that period.**

E2-E3, 196-197, 198-199, 201, 202a, 202-203, 204-205, 206-207, 208-209, 209a, 210a, 210-213, 214-215, 215a, 216a, 216-219, 220-221, 221a, 222a, 222-225, 228-229, 229a, 230a, 230-233, 234-235, 236a, TR17, TR22, TR25

**4. Explain why people need to know about the history of those who live in other places.**

E2-E3, 202-205, 208-209, 210-213, 216a, 216-219, 222a, 222-225, 228-229, 230a, 230-233, 234-235, 236a, TR18

**16B** - Students who meet the standard understand the development of significant political events.

- 1. Identify key individuals and events in the development of the local community (e.g., Founders' days, names of parks, streets, public buildings). (US)**  
264a, 264-265, 266
- 2. Identify a local historical monument or place. (US)**  
264a, 264-265, 266-267
- 3. Explain how an event in United States political history is related to a current community event or issue. (US)**  
246-247, 248-249, 250-253, 255a, 256-257, 258-259, 216a, 230a, 230-233, 234
- 4. Identify significant political figures or groups from the past. (W)**  
246-247, 250-253, 256-257, 258-259, 271a
- 5. Name significant political ideas from the past. (W)**  
230a, 230-233, 250-253, 256-257, 258-259, 265, 266, 267, 270-271, 271a, 272a, 272-275
- 6. Tell about a political event featured in a folk tale, story, or legend (e.g., King Arthur, King Midas). (W)**  
284-285

**16C** - Students who meet the standard understand the development of economic systems.

- 1. Explain why people traded in the past. (US)**  
138-139, 139a, 208, 212
- 2. Describe how people made a living in the past. (US)**  
278-281, 282-283, 284a
- 3. Identify the significance of trade in society in the past and present. (W)**  
134a, 134-135, 136-137, 212
- 4. Describe how people made a living in ancient civilizations. (W)**  
276-277, related pages: 272a, 272-275

- 5. Explain how people made economic choices to survive and improve their lives in the past. (W)**  
208, 211, 212

**16D** - Students who meet the standard understand Illinois, United States, and world social history.

- 1. Identify stories and folk-tales that describe various customs practiced in America and/or local communities (e.g., John Henry, Pocahontas). (US)**  
29a, 34-35, 74-75, 86-87, 178-179, 195h, 209a, 221, 229a, 234-235, 236-237, 284-285
- 2. Tell how stories and folk-tales influence the behavior of Americans and/or local community members. (US)**  
29a, 34-35, 74-75, 86-87, 178-179, 195h, 209a, 221, 229a, 234-235, 236-237, 284-285
- 3. Name a significant social organization that worked to improve life in the community and/or the United States (e.g., Red Cross, VFW, YWCA/YMCA). (US)**  
74-75, 116-117, 158-159, 206-207, 234-235
- 4. Tell about a person who worked to improve life in the community and/or United States. (US)**  
E12-E13, 34-35, 74-75, 86-87, 116-117, 170-171, 178-179, 220-221, 234-235, 282-283
- 5. List examples of past traditions found within the local community. (W)**  
E10-E11, 270-271, 272a, 272-273, 274-275, 276-277, 277a
- 6. Interpret stories and folktales from the past to show various customs from groups of people in the past and the influence these customs had on their society. (W)**  
E10-E11, 268-269, 284-285

**16E** - Students who meet the standard understand Illinois, United States, and world environmental history.

- 1. Tell about a myth, legend, or story that people told long ago to describe the physical environment of a place or region in Illinois or other states. (US)**  
67a, 75a, 86-87

- 2. Locate the place in the local community where an important event took place. (US)**  
264a, 264, 265, 266-267
- 3. Locate place names on a map of Illinois that give a clue to a community's early history and/or physical features. (US)**  
30a, 30-31, 32, 264, 267
- 4. Tell about a myth, legend, or story that people told long ago to describe a region or place's physical environment (e.g., stories of floods, castles on hillsides) (W)**  
263a, 275, 277, 277a

**17A** - Students who meet the standard can locate, describe and explain places, regions and features on Earth.

- 1. Compare physical and human features of different places on the school grounds and in the neighborhood.**  
H20-H21, 8-9, 16a, 16-19, 20-21, 22-23, 23a, 24a, 24-27, 29a
- 2. Describe the relative location of places using terms such as near, far, towards, away from, next to, to describe events in the story, using a children's story book, such as "Make Way for Ducklings".**  
41a
- 3. Locate on a map or drawing the relative location of the school to students' homes.**  
H20-H21, 20-21, 23a
- 4. Observe and suggest reasons for the locations of stop signs, stoplights, fire hydrants, and other human-made features in the area around the school.**  
4-5, 8a, 9, 10, 11
- 5. Identify similar physical characteristics of Earth using the globe and pictures.**  
270-271, related pages: H19, H20, H21, H22, H23, 267
- 6. Respond to verbal instructions involving directions (e.g., play "Simon Says" and point to left/right, or up/down when told to do so).**  
20-21, 41a

**17B** - Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

- 1. Describe how seasons relate to the ways people dress and seasonal activities they engage in, in different areas of the world using pictures in books and magazines.**

40-41, 68-69

- 2. Look at the sky early in the day and predict what the weather might be like, then record the predictions on a wall chart for several months.**

Related pages: 67, 67a

- 3. Identify behaviors that would show respect for the environment.**

E12-E13, 53, 76a, 76-79, 81a, 82a, 82-85, 86-87, 88-89, 89a, 90a, 95

**17C** - Students who meet the standard can understand relationships between geographic factors and society.

- 1. Tell how people pollute the air, water, and land.**

E12-E13, 82a, 82-83, 84, 85, 90a

- 2. Select pictures from a series that show people using the environment to meet their needs (e.g., people cutting trees in a forest, damming up rivers, mining operations).**

E12-E13, H16-H17, H20, 88-89, 120a, 134

- 3. Locate pictures showing ways that humans use the natural environment.**

E2-E3, E12-E13, 82-83, 84-85, 86-87, 88-89, 89a, 90a, 120-123, 134

- 4. Describe how people have changed the physical and human environment of the school grounds and the surrounding neighborhood.**

E2-E3, E8-E9, E12-E13, 20-21, 24-27, 34-35, 90a, 100-101, 120a, 124-125, 125a, 134-137

**17D** - Students who meet the standard can understand the historical significance of geography.

- 1. Describe daily changes in the weather and changes in the seasons in the local community.**

40-41, 62a, 62-64, 67a, 68-69

- 2. Describe seasonal changes occurring on the school ground throughout the year.**

Related pages: 40-41, 62a, 62-64, 67a, 68-69

- 3. Explain why physical and human features in the local environment change over time.**

29a, 66-67, 67a, 68-71, 72-73, 74-75, 76a, 82a, 82-85, 86-87, 88-89, 89a

**18A** - Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

- 1. Describe how communities within a culture are similar.**

E10-E11, 16-18, 258-259, 260-261, 263a

- 2. Identify cultural traits.**

E2-E3, E10-E11, 16-18, 258-259, 260-261, 263a, 272-275, 276-277

- 3. Identify symbols of local culture.**

E2-E3, E10-E11, 16-18, 258-259, 260-261, 263a

- 4. Describe the role of technology in daily life.**

E6-E7, 34-35, 74-75, 86-87, 116-117, 132-133, 170-171, 178-179, 186, 220-221, 234-235, 268, 278-281, 282

**18B** - Students who meet the standard can understand the roles and interactions of individuals and groups in society.

- 1. Define social group.**

6-7, 8a, 8-11, 12-13, 19

- 2. Explain how contact with others shapes peoples' lives.**

8-11, 12-13, 16-19, 24-27, 28-29, 110-111, 132-133

- 3. Give examples of personality differences.**

H2-H3, 14, 133a

- 4. Tell about the role of families in the community.**

98-99, 100-101, 106-107, 11a, 126-129

**18C** - Students who meet the standard can understand how social systems form and develop over time.

- 1. Provide examples of how individuals make choices that affect the group.**  
E12-E13, E14-E15, H4-H5, 4-5, 12-13, 14-15
  
- 2. Give examples of group decisions that do not please every individual in the group.**  
H2-H3, H4-H5, 4-5, 11

**Scott Foresman Social Studies—Communities  
to the  
Illinois Social Science Descriptors**

**Stage C**

**14A** - Students who meet the standard can understand and explain basic principles of The United States government.

**1. Distinguish between different kinds of rules and responsibilities as applied in the home, school, and community.**

E12-E13, H2-H3, 16-17, 24-25, 76-77, 91, 256-257, 298-299, 351, 357, 370-371, 374-375, 376-377, 378, 379, 384-385, 386-387, 394-395, 402-403

**2. Identify some class or school rules that were determined through democratic decision-making.**

16-17, 256-257, 378, 401, 403

**3. Explain some reasons for having rules and laws governing the lives of people.**

E14-E15, 76-77, 357, 361, 367, 397

**4. Identify the names of people who occupy government offices in their community, state, and federal government.**

354-355, 391, 392, 398-399, 400-401, 404, 410

**5. Explain why people vote and run for political offices in a democracy.**

15, 233, 378, 394-395, 408

**6. Name historical figures from diverse backgrounds who advanced rights of individuals and groups to promote the common good.**

82-83, 87, 88-89, 96-97, 118-119, 121, 122-123, 231, 236-237, 243, 244, 246-247, 251, 253, 254, 259, 260, 261, 267, 268, 272-273, 298-299, 312-313, 364-365, 367, 368, 369, 370, 374-375, 396-397, 402-403, TR22, TR23, TR24, TR25

**14B** - Students who meet the standard can understand the structures and functions of the political systems of Illinois, The United States, and other nations.

**1. Identify current leaders within their local governments.**

390-391, 392-393, 399



2. **Name both the current President and Vice President of the United States.**  
Related page: TR23
3. **Identify the current Governor of the State of Illinois.**  
Related pages: E15, 399, 400
4. **List the names for the levels of government found throughout the United States (city, county, state, federal, or national).**  
E15, 390-391, 392-393
5. **List the three branches of government found within the state and federal government.**  
390-391, 392-393
6. **State the names of the two houses of the U.S. Congress.**  
399
7. **Compose a definition of "state government."**  
E14-E15, 399
8. **Explain the role that state governments play in the lives of people.**  
398-399, 400-401
9. **Explain how local government has an influence over the lives of people in their community (e.g., they create speed limits, rules about allowing pets to run free).**  
384-385, 386-387, 390-391, 392-393, 394-395
10. **List some examples of government services in their communities that serve to help people and improve their lives (e.g., libraries, park programs, employment offices).**  
384-385, 386-387, 390-391, 392-393, 402-403

**14C** - Students who meet the standard can understand election processes and responsibilities of citizens.

1. **List examples of various ways responsible students work together to help classmates.**  
16-17, 25, 52, 58, 64, 75, 76, 82, 98, 256-257, 378, 401, 403
2. **Identify examples of rights and responsibilities students share within a school.**  
12, 16-17, 25, 40, 52, 58, 64

3. **Predict the benefits of acting responsibly in their classroom.**  
16-17, 25, 52, 75, 82
4. **Describe ways in which more than one classroom can work together to help their school.**  
16-17, 77, 82
5. **Determine rules for choosing classroom leaders.**  
378
6. **Compose a definition for the term "representation."**  
233, 359
7. **Explain why in a democracy people choose to vote on important issues or for offices.**  
15, 233, 359, 367, 378, 394-395, 408

**14D** - Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, *The United States*, and other nations.

1. **Explain what is meant by the idea of "the common good of the people."**  
Related pages: 367, 368
2. **Describe a situation wherein the common good supercedes the interests of individuals.**  
367, 368, 370-371, 374-375, 377-379
3. **Explain why people join public interest groups (e.g., PTA, historical societies, non-governmental organizations).**  
E12-E13, 16-17, 82-83, 96-97, 86, 121
4. **Identify some non-profit agencies or civic groups that serve the common good (e.g., Red Cross).**  
E12-E13, 16-17, 82-83, 256-257, 307, 379, 401, 402-403

**14E** - Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

1. **Describe an example where the people of the United States and people from other countries might need to cooperate to solve a common problem.**  
H2-H3, 82, 91, 270-271

- 2. Tell about people who have come from other countries to live in the United States.**

H4, 82-83, 84-85, 86-87, 90-91, 92-93, 94-95, 105, 106-107, 108-109, 112-113

**14F** - Students who meet the standard can understand the development of United States political ideas and traditions.

- 1. Identify examples of people who are famous for being honest and truthful (e.g., Abraham Lincoln returning change).**

82-83, 96-97, 190-191, 251, 312-313, 306-307, 370, 371, 396-397, 402-403, TR24, TR25

- 2. Define the concept of "Patriotism."**

366-367, 368, 375-375

- 3. Identify reasons why people have chosen a democracy for their plan of government.**

359, 360-361, 362-363, 366-368, 370-371

- 4. Define the concept of "liberty."**

E14-E15, 360-361, 366-367, 368

- 5. Identify an artistic expression (e.g., song, painting, film) that illustrates the traditions important to our political system and concept of freedom.**

E2-E3, 60-61, 65h, 66-67, 85, 86, 87, 88, 199h, 200-201, 252

- 6. Recognize the state flag and motto of Illinois.**

Refer to Scott Foresman Social Studies—*Regions*: R19

- 7. Explain the purpose of the Pledge of Allegiance.**

350-351

**15A** - Students who meet the standard understand economic systems, with an emphasis on the United States.

- 1. Explain why a choice must be made, given an example of a limited resource and a list of alternative uses for the resource.**

318-319, 320-321, 322-323, 328-329, 330-331, 332-333

- 2. Analyze the advantages and disadvantages of distributing a good or service in different ways.**

284-285, 334-335, 338-339

- 3. List jobs people do to earn wages.**  
284-285, 306-307, 309, 310-311, 312-313, 321, 322-323, 324-325, 326, 329, 330-331
- 4. Identify producers of goods and services in the community.**  
284-285, 306-307, 308, 309, 310-311, 312-313, 321, 322-323, 324-325
- 5. List the sources of money in their life, and identify money they receive for work.**  
287, 290-291, 292-293, 295-295

**15B** - Students who meet the standard understand that scarcity necessitates choices by consumers.

- 1. Match a list of wants with an example of a good, service, or leisure activity that satisfies each want.**  
290-291, 294-295, 298-299, 300-301, 302-303, 304-305, 306-311
- 2. Identify a consumer choice made by families and explain why a choice had to be made.**  
282-283, 290-291, 300-301, 302-303, 304-305
- 3. Choose from among three or more items and identify the opportunity cost as the next best alternative.**  
290-291, 304-305

**15C** - Students who meet the standard understand that scarcity necessitates choices by producers.

- 1. List examples of producers in the economy and identify what they produce.**  
163, 306-307, 308-309, 310-311, 312-313, 321, 322-323, 324-325
- 2. Classify productive resources as human, natural, and capital.**  
162-163, 318, 319, 320, 321, 322-323
- 3. Explain that productive resources are limited.**  
164-165, 166-167, 318-319, 320, 321, 328-329, 330-331, 332-333, 335

**15D** - Students who meet the standard understand trade as an exchange of goods or services.

- 1. Describe a trade students have made and explain how each person gained in the exchange.**  
282, 296

2. **List examples of exchanges families make, with and without money.**  
292, 294-295
3. **Describe how money makes exchange easier.**  
287, 296-297, 290

**15E** - Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.

1. **Distinguish between public goods and services and private goods and services.**  
298-299, 306-307
2. **Describe examples of public goods and services in the community or state.**  
298-299, 306-307
3. **Identify governments as the providers of public goods and services.**  
355, 384-385, 386-387

**16A** - Students who meet the standard can apply the skills of historical analysis and interpretation.

1. **Construct a timeline for a given period.**  
248-249, 275
2. **Place a series of randomly ordered events at their proper locations on a timeline.**  
248-249, 275
3. **List the important details contained in an image of life in the past.**  
E2-E3, 201, 210, 212, 218, 219, 220, 225, 228, 232, 234, 235, 239, 244, 246, 247, 248-249, 253, 255, 257, 259, 262-263, 265, 267, 268-269, 271, 280
4. **Draw a general conclusion about life during a specific period in a specific region or place using a combination of historical sources (e.g., images, artifacts, texts).**  
E2-E3, 210, 215, 217, 219, 220, 232, 243, 251, 260, 261, 265, 267, 269, 273, 276
5. **List places to look for sources of information about the past.**  
E2-E3, H4-H5, H6-H9, 212-213

- 6. Tell why the location of where an event occurred helps to explain why and how it happened.**

E2-E3, 202-203, 205, 209, 210-211, 216-217, 222-223, 225, 232-233, 241, 243, 244-245, 246-247, 252, 280

**16B** - Students who meet the standard understand the development of significant political events.

- 1. Arrange a series of significant events in United States political history in chronological order (e.g., American Revolution, Civil War, World War II). (US)**

237, 248-249, 271, 275

- 2. Describe events and ideas in the life of a significant political figure or group from the past whose holiday we celebrate today. (US)**

66-67, 104-105, 106-107, 108-109, 114-115, 116-117, 120-121, 122-123, 128, 132

- 3. Describe the images/icons on local monuments that commemorate local events or people (e.g., cemetery, slides or pictures of monuments, public buildings). (US)**

E2-E3, H4-H5, 369, 373, 375, 400

- 4. Arrange a series of significant events in world political history in chronological order (e.g., Egyptians and pyramids, Knights and castles, the Berlin Wall). (W)**

248-249, 275

- 5. Identify a turning point in the political history of the world. (W)**

360-361, 366, 367, 368, 370-371, 374-375

- 6. Describe key events in the life of a significant political figure or group from the past. (W)**

26-27, 28-29, 30-31, 54-55, 352-353, 358-359, 360-361, 362-363, 364-365

**16C** - Students who meet the standard understand the development of economic systems.

- 1. Arrange a series of significant events in United States economic history in chronological order (e.g., railroad, automobile, space travel). (US)**

E6-E7, 188, 244-245, 246-247, 248-249, 252-253, 254-255, 258-259, 260-261, 262-263, 264-265, 266-269, 275, 276, 322, 333, 326-327

- 2. Identify changes in how people in the local community made their living from one historical period to another. (US)**  
162, 172-175, 178-181, 186-189, 190-191, 218, 261, 312-313
- 3. Explain how the changes in the ways people made a living have influenced modern society. (US)**  
162, 163, 244-245, 246-247, 251, 252-253, 254-255, 258-259, 260-261, 262-263, 265, 321, 322-323, 324-325, 326-327
- 4. Arrange a series of significant events in world economic history in chronological order (e.g., light bulb, television, computers). (W)**  
244, 246-247, 248-249, 253, 254-255, 258-259, 260-261, 262-263, 264-265, 269, 275, 322-323, 326-327, 338-339
- 5. Describe the ways in which various groups in an ancient civilization made their livings during a specific time period. (W)**  
26-29, 337
- 6. Compare how people in a specific place or region in an earlier period made a living with how people make a living today. (W)**  
38-41, 42-45, 46-47, 48-53
- 7. Describe how changes in the economic choices in the past affected a society and its environment and political life. (W)**  
23, 44, 46-47, 94, 95, 258-263, 312-313, 322, 323, 324-325, 326-327

**16D** - Students who meet the standard understand Illinois, United States, and world social history.

- 1. Arrange a series of significant events in United States social history in chronological order (e.g., Colonial slavery, freeing the slaves, women's right to vote). (US)**  
201, 205, 212, 237, 246-247, 248-249, 275, 286, 352
- 2. Describe how key figures and organizations influenced the social history of the local community. (US)**  
E2-E3, 46-47, 96-97, 190-191, 205, 214-219, 230-235, 236-237, 246-247, 251-255, 259-263, 264-265, 268-269, 272-273, 312-313, 326-327, 364-365, 374-375, 396-397, 402-403
- 3. Tell about the life of people of various social status in the community/United States in the past. (US)**  
E4-E5, 82-83, 85, 86-87, 88-89, 91, 94-95, 96-97, 121, 189, 190-191

4. **Tell about the origin of a family or community tradition or custom. (US)**  
E10-E11, 104, 105, 106-107, 108-109, 112-113, 114-115, 116-117, 120-123, 128-129, 132, 154-155, 156-157
5. **Arrange a series of significant events in world social history in chronological order (e.g., invention of writing, printing press, computer). (W)**  
201, 205, 212, 237, 246-247, 248-249, 275, 286, 352
6. **Describe traditions and customs of past cultures. (W)**  
E10E11, 105, 106-107, 108-109, 112-113, 124-125
7. **Compare how families and other groups of people lived in a past culture with how families and other groups of people in the community live today. (W)**  
172-175, 174-175, 176-181, 186-189, 190-191, 214-219, 224-227, 230-235, 244

**16E** - Students who meet the standard understand Illinois, United States, and world environmental history.

1. **Arrange a series of significant events in United States environmental history in chronological order (e.g., steel plow, railroad, automobiles). (US)**  
162-163, 164-165, 166-167, 244-245, 246-247, 252-255, 326-327
2. **Compare the features of the physical environment as described in a myth or a legend of the people from one region of the United States with those described in the myth or legend of another people (e.g., Paul Bunyon and Johnny Appleseed). (US)**  
194-195, 406-407
3. **Tell how people, goods, and services moved from one place or geographic region to another in the past. (US)**  
162, 188-189, 190-191, 205, 210, 215, 243, 244, 245, 246-247, 251-252, 280, 326-327, 335
4. **Analyze a graph or chart containing data that shows changes in aspects of the physical environment over time. (US)**  
158-159, 165



5. **Give an example of how the knowledge of geography increases an understanding of the history of the people in a place or region of Illinois and the United States. (US)**  
38-41, 42-45, 48-53, 172-175, 178-181, 186-189
6. **Arrange a series of significant events in world environmental history in chronological order (e.g., beginning of agriculture, rise of cities, destruction of rainforest). (W)**  
54-55, 124-125, 337, 352, 359, 372-373
7. **Name the three major grain crops that sustained people in early world civilizations. (W)**  
337
8. **Tell why knowledge of geography is necessary to understand the history of the people in a place or region. (W)**  
E8-E9, H10-H11, 11, 13, 26-27, 28-29, 148-149, 150-151, 152-153, 154-155

**17A** - Students who meet the standard can locate, describe and explain places, regions and features on Earth.

1. **Locate the community, Illinois, United States, and North America relative to other places on a globe.**  
H12, H13, 9, 37, 73, 103, 110-111, 141, 142-143, 171, 207, 241, 289, 317, 357, 383
2. **Draw a map that shows the location of several landmarks in the community relative to the school.**  
H17, H18, 19, 51
3. **Locate places on a map, which has a number/letter grid reference system.**  
H19
4. **Identify the major elements of a map and explain their use (e.g., title, scale, legend/key, directional indicators).**  
H12-H13, H14-H15, H16-H17, H18-19, H20, 32-33, 98-99, 110-111, 222-223, 388-389, R2-R13
5. **Draw a sketch map of the community, which shows its physical and human characteristics.**  
H17, H18, 19, 51
6. **Point out the location of the poles, the equator, and the hemispheres on a globe and/or a map.**  
63, 110-111, 388

**17B** - Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

- 1. Identify examples in the local community of ways in which the physical environment is harmed by human activities.**  
164-165, 166-167, 198
- 2. Illustrate how people have littered, damaged, or improved a local ecosystem.**  
145, 164-165, 166-167, 198
- 3. Give examples of reducing, reusing, and recycling.**  
164-165, 166-167, 198
- 4. List things damaged by a storm, flood, tornado, or earthquake by using a local media source.**  
132, 139

**17C** - Students who meet the standard can understand relationships between geographic factors and society.

- 1. Identify how people use tools and machines to obtain resources and change the physical and human environment in their community and in other places.**  
H10, 160-161, 162-163, 164
- 2. Classify a list of resources into renewable and nonrenewable.**  
164-165
- 3. Draw pictures showing how open land in and around your community might be used.**  
59, 143, 144
- 4. Predict where people might choose to live using a map showing rivers, lakes, marshes, plains, and mountains.**  
142-143, 144-145, 148-149

**17D** - Students who meet the standard can understand the historical significance of geography.

- 1. Illustrate how technological developments have been used to alter the physical environment of the local community (e.g., of or about automobiles, electricity, and computers by using pictures and stories).**  
E6-E7, 188, 244-245, 246-247, 248-249, 252-253, 254-255, 258-259, 260-261, 262-263, 264-265, 266-269, 275, 276, 322, 333, 326-327
- 2. Create a map and draw pictures showing ways that students would like their neighborhood to change in the future.**  
134-135, 146
- 3. Depict ways students would like their community's physical and human environment to change in the future using maps or images.**  
132, 134-135, 146, 166-167
- 4. Arrange in chronological order pictures of house types and explain the changes that have occurred over time (e.g., log cabin, southern colonial, contemporary ranch).**  
46-47, 154-155, 208-209, 216-217, 218, 232, 234-235

**18A** - Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

- 1. Define culture.**  
28
- 2. Define ethnicity, and contrast it with culture.**  
27, 28-29, 30-31, 68-69, 70-71, 79, 81
- 3. Identify cultures other than the student's own.**  
27, 28-29, 30-31, 68-69, 70-71, 79, 81, 86-87, 88-89, 93, 94-95, 104-105, 106-107, 108-109, 112-113, 115, 117, 124-125
- 4. Explain the significance of the cultural diversity of the United States.**  
79, 80, 81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95
- 5. Describe aspects of the community that reflect its cultural heritage.**  
104-105, 106-107, 108-109, 112-113, 114-115, 116-117, 120-121, 123, 128-129, 132

**18B** - Students who meet the standard can understand the roles and interactions of individuals and groups in society.

- 1. Give examples of laws that people must follow.**  
E14-E15, 360, 361, 368, 370-371, 392, 399, 401
- 2. List activities that are important to society (e.g., education, religion, entertainment).**  
384-385, 386-387, 391, 392-393, 394-395, 396-397, 402-403
- 3. Identify the major social institutions within a community (e.g., schools, churches).**  
384-385, 386, 391, 392-393, 395
- 4. Identify local institutions that offer help or aid (e.g., fire stations, police stations, hospitals).**  
384-385, 386, 390-391, 392-393, 402-403

**18C** - Students who meet the standard can understand how social systems form and develop over time.

- 1. Describe the concept of conflict.**  
H3, H5, 16, 82, 91, 202, 294, 332, 385, 400, 403
- 2. Describe the concept of cooperation.**  
16-17, 82-83, 190-191, 256-257, 298-299, 396-397
- 3. Describe how individuals work together to obtain food, clothing, and shelter.**  
82-83, 256-257, 298-299, 402-403
- 4. Define division of labor.**  
284-285, 307, 321, 322-323, 324-325, 326-327, 330, 348

**Scott Foresman Social Studies--Regions  
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**Stage D**

**14A** - Students who meet the standard can understand and explain basic principles of The United States government.

- 1. List reasons for forming a government.**  
E14-E15, E16-E17, 46-47, 48
- 2. Describe the purpose of the Declaration of Independence, and the Illinois and United States Constitutions.**  
48, 49, 50-51, 52, 59, 130, 131, 137, 138, 144, 197, R28-R31
- 3. Recite basic rights of citizens and restrictions upon government afforded to Americans through the Bill of Rights.**  
52, 57, 58, 59
- 4. Differentiate between citizenship by birth or naturalization.**  
E14-E15, 53, 57
- 5. Discuss some of the responsibilities adults share in maintaining our local governments and communities (e.g., voting at election time, when asked to serve on community boards or committees they join, paying their taxes, serving on juries).**  
E14-E15, 53, 56-57, 58-59, 60-61
- 6. Defend the position that people in a democracy must have such rights as freedom of speech, freedom of the press, freedom of religion, or freedom of assembly.**  
E14-E15, 52, 56, 57, 63

**14B** - Students who meet the standard can understand the structures and functions of the political systems of Illinois, The United States, and other nations.

- 1. Name people from Illinois who serve in the U.S. Congress.**  
R44, related pages: 50-51

2. **Compose a definition for a "national government."**  
49, 50, 51, 63
3. **Summarize the function of the three branches of government found within the state and federal government.**  
49, 50-51, 52
4. **Compare and contrast how local and state governments provide services to people.**  
48, 49, 58-59
5. **Distinguish between the powers and responsibilities of local, state, and federal government.**  
48, 49, 50, 51, 52

**14C** - Students who meet the standard can understand election processes and responsibilities of citizens.

1. **Explain the significance of the rights and responsibilities students share within a school.**  
H2-H3, 58
2. **Predict the consequences of people not acting responsibly in their communities.**  
51, 58, 59
3. **Explain why a person might choose to vote for one candidate for President of the United States over another candidate.**  
59, related pages: 140-141
4. **Identify historical events during which various groups have won their right to participate within the electoral process (e.g., 15th and 19th Amendments).**  
E12-E13, 136, 137, 138, 205

**14D** - Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, The United States, and other nations.

- 1. Explain why someone would join a non-profit or civic group that serves the common good (e.g., Red Cross).**  
E12-E13, 49, 61, 118, 120, 148-149, 201, 207
- 2. Describe a way that a president used political persuasion to shape public policy (e.g., State of the Union Address, press conference, meeting with members of a Congressional committee).**  
47, 49
- 3. Identify a controversial issue in the community.**  
H3, 29, 101, 120-121, 182, 260, 281, 304, 343, 349
- 4. Identify the names of major contemporary political parties.**  
H6-H7, 262-263

**14E** - Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

- 1. Name an international organization of which the United States is a member (e.g., United Nations).**  
120
- 2. Identify the role of the president in making foreign policy decisions.**  
49, 51, 148-149
- 3. Describe how the interests of the United States and other nations may or may not allow for international cooperation.**  
76-77, 82, 85, 148-149

**14F** - Students who meet the standard can understand the development of United States political ideas and traditions.

- 1. Describe values that have formed the foundation of our American democratic system (e.g., the love of liberty, respect for individual rights).**  
H2-H3, 44, 45, 46-47, 48-49, 50-51, 52, 53, 56-57, 58-59, 60-61, 90-91, 136-137, 138, 139

2. **Summarize the meaning of the words, sounds, or images in an artistic expression that illustrates the traditions important to our political system and concept of freedom (e.g., music and lyrics to the Star Spangled Banner, painting of George Washington crossing the Delaware River).**  
E2-E3, E10-E11, E12, E14-E15, H4-H5, 44, 90-91, 96-97, 127, 136, 137, 140-141, 142, 152-152, 218-219, 224-225, 360-361, R26-R27
3. **Explain the significance of political symbols and mottoes of the United States (e.g., E Pluribus Unum, the Flag, the Statue of Liberty, the bald eagle, the Great Seal, oaths of office).**  
E16, 1a, 1, 2-3, 44, 47, 49, 57, 99, 142, R24-R25, TR27

**15A** - Students who meet the standard understand economic systems, with an emphasis on The United States.

1. **Identify the productive resources (human, natural, capital) used in the production of goods and services they use**  
E4-E5, 26-27, 28-29, 31, 82-83, 112-113, 114-115, 116-119, 180-183, 246-249, 250-251, 314-317, 384-388
2. **Identify alternative uses for a given a set of productive resources.**  
27, 28-29, 105, 114-115
3. **Define labor (i.e., human resource used to produce goods and services).**  
E4-E5, 31
4. **Explain how wages or salaries (the price of labor) act as incentives for people to provide labor.**  
Related pages: 70-71
5. **Distinguish between "unemployed" and "non-employed" persons in the economy.**  
Related pages: 70-71
6. **Identify skills and knowledge needed for a job.**  
31, 79

**15B** - Students who meet the standard understand that scarcity necessitates choices by consumers.

1. **Identify criteria they use when making consumer choices.**  
78-79



2. **Identify the opportunity cost of a recent consumer choice they have made.**  
78

**15C** - Students who meet the standard understand that scarcity necessitates choices by producers.

1. **Explain that producers will make and sell more of a good or service when the price of that good or service is higher, and will make and sell less when the price is lower.**  
E4-E5, 76-77, 79, 145
2. **Define "entrepreneur."**  
273
3. **Identify examples of entrepreneurs in the community, state, or world.**  
147, 273, 349, 407, R44
4. **Classify examples of human, natural, and capital resources.**  
67, 70-71, 76, 77

**15D** - Students who meet the standard understand trade as an exchange of goods or services.

1. **Describe a monetary exchange that students have made and explain why they were willing to exchange money for a good or service.**  
78-79
2. **Identify current and historical examples of exchange (both barter and monetary).**  
67, 72-73, 74-75, 268-269
3. **Identify the division of labor in a simple production process.**  
31, 70- 71
4. **Identify examples of division of labor in the school or the community.**  
31, 48, 58

**15E** - Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.

- 1. Define public goods and services as those that benefit more than one person at the same time and cannot be restricted to only those that pay.**  
Related page: 59
- 2. Explain why private providers do not produce goods and services such as streetlights.**  
Related page: 58
- 3. Name at least two taxes students or adults pay.**  
58, 59
- 4. Explain how governmental bodies use taxes.**  
58, 59

**16A** - Students who meet the standard can apply the skills of historical analysis and interpretation.

- 1. Place a randomly ordered series of events at the proper points on a timeline to differentiate between BCE and CE time.**  
H6-H7, 262-263
- 1. Compare life in one region or place during two different time periods using a combination of historical sources.**  
126-129, 188-192, 256-259, 324-328, 394-397
- 2. Describe historical trends using data supplied on a graph or chart.**  
240, 241, 334
- 3. Describe changes in a region or place using an historical atlas.**  
40, 41, 133, 191, 195, 234, 265, 281, 326, 333, 347, 401, 403
- 4. List the details found on an historical artifact to determine its manufacture, date, and use.**  
38, related pages: E12-E13, 39, 135, 140-141, 188-189, 190, 192, 193, 197, 216, 256, 260-261, 264, 278, 291b, 324, 325, 332, 338, 340, 394, 395, 396, 398-399
- 5. Describe aspects of life in a specific period in a specific region or place using a combination of historical sources.**  
128, 262-263, 330-331, 344-345, 399

**6. Locate a website for the study of history on the World Wide Web.**

130, 258, 262-263, 330, 399, 404, 407

**16B** - Students who meet the standard understand the development of significant political events.

**1. Place a series of political events in their proper location on a timeline of United States history. (US)**

130, 135, 136, TR21, TR26

**2. List the contributions of significant figures in United States political history (e.g., Thomas Jefferson's writing of the Declaration of Independence). (US)**

42, 45, 53, 131, 132, 137, 138, 139, 190, 197, 203, 207, 303, 416-417

**3. Explain why significant events in United States political history are important today. (US)**

E2-E3, 51, 70, 113, 127, 143, 168, 179, 319, 326, 331, 335, 411

**4. Interpret the symbolism of the images/icons found on historical memorials, murals, or monuments. (US)**

E16, 1a, 1, 2-3, 44, 47, 49, 57, 99, 142, R24-R25, TR27

**5. Place a series of political events in their proper location on a timeline of World History. (W)**

H6-H7, 262-263

**6. Describe a political system and/or institution that existed during ancient times. (W)**

H6-H7, 262-263

**7. Identify western political ideas originating in earlier periods (e.g., elements of democracy in ancient Greece and Rome and medieval England). (W)**

H6-H7, 262-263

**16C** - Students who meet the standard understand the development of economic systems.

**1. Place a series of economic events in their proper location on a timeline of United States history. (US)**

135, 264, 338

2. **Identify the different types of economic activities of early people in Illinois (e.g., Native Americans, pioneers). (US)**  
262-263, R42-R43
3. **Describe how the environment affected the economic activities of the early people of Illinois. (US)**  
262-263, R38, R42-R43
4. **Compare/contrast past economic activities to contemporary economic activities. (US)**  
E4-E5, 26-31, 66-69, 70-71, 72-77, 78-79, 80-85
5. **Place a series of economic events in their proper location on a timeline of World History. (W)**  
74, 76-77, 82
6. **Identify the differences between an agricultural society and a hunting/gathering way of life. (W)**  
This objective is covered in Scott Foresman Social Studies—*The United States* and *The World*.
7. **Describe the causes and consequences of the first agricultural revolution. (W)**  
This objective is covered in Scott Foresman Social Studies—*The United States* and *The World*.
8. **Discuss the economic conditions of the great ancient civilizations (e.g., Mesopotamian, Egyptian, Aegean/Mediterranean, Asian civilizations) 1000 BCE - 500 CE. (W)**  
74

**16D** - Students who meet the standard understand Illinois, United States, and world social history.

1. **Locate examples/stories of the changing roles of people over time. (US)**  
E2-E3, E12-E13, 126-128, 131-133, 135, 136-139, 140-141, 194-199, 200-201, 202-206, 207, 210-213, 256-259, 260-261, 264-267, 268-269, 270-275, 276-283, 324-329, 330-331, 332-337, 338-343, 344-345, 394-397, 398-399, 400-406, 407
2. **Identify the turning points in local, Illinois, and United States social history. (US)**  
E2-E3, E12-E13, 126-128, 131-133, 135, 136-139, 140-141, 194-199, 200-201, 202-206, 207, 210-213, 256-259, 260-261, 264-267, 268-269, 270-275, 276-283, 324-329, 330-331, 332-337, 338-343, 344-345, 394-397, 398-399, 400-406, 407

3. **Compare the life of people of various social status in the past to people of the same status during another time period. (US)**  
E2-E3, E12-E13, 126-128, 131-133, 135, 136-139, 140-141, 194-199, 200-201, 202-206, 207, 210-213, 256-259, 260-261, 264-267, 268-269, 270-275, 276-283, 324-329, 330-331, 332-337, 338-343, 344-345, 394-397, 398-399, 400-406, 407
4. **Place a series of social events in their proper location on a timeline of World History. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
5. **Compare traditions and customs of a place or world region today with those from the past. (W)**  
This objective is covered in Scott Foresman Social Studies—*The United States* and *The World*.
6. **Compare/contrast the customs and traditions of a past culture with those of another past culture (e.g., Greeks and Egyptians). (W)**  
74

**16E** - Students who meet the standard understand Illinois, United States, and world environmental history.

1. **Place a series of environmental events in their proper location on a timeline of United States history. (US)**  
188, 194, 264, 324, 332, 338, 346, 400
2. **Describe how hunter-gatherer cultures in the pre-colonial Illinois country and other regions of North America used the environment in terms of securing food, shelter, clothing, and tools (technology). (US)**  
H7, 255, 256-259, 260-261, 262-263, 264-267, 268-269
3. **Describe how changes in weather/climate affected the physical and cultural features of the environment in the mid-west and other regions of North America using maps, geographic tools, images, and other sources. (US)**  
7, 18-23, 228-229, 309, 378-383, R37, R38, R39
4. **Identify the rivers that fostered the growth and development of North America. (US)**  
12-13, 105, 163, 168, 169, 232, 236, 301, 302-303, 304, 381

- 5. Explain how the locations of agricultural and industrial regions of the United States help to understand the nation's growth and development. (US)**  
26-31, 66-67, 68-69, 70-71, 72-77, 112-113, 114-115, 116-119, 143-146, 210-213, 264-267, 270-274, 275, 276-278, 280-283, 338-343, 346-349, 402-407, 412
- 6. Identify on a map of Illinois the lands associated with Native American tribes. (US)**  
277, 279, R42-R43
- 7. Locate sources about the environment during a specific period of Illinois or United States history using the World Wide Web. (US)**  
33, 35, 97, 99, 103, 121, 161, 165, 170, 227, 239, 262-263, 295, 299, 305, 307, 363, 367, R36, R37, R38
- 8. Place a series of environmental events in their proper location on a timeline of World History. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
- 9. Describe how hunter-gatherer cultures used the environment in terms of securing food, shelter, clothing, and tools (technology). (W)**  
This objective is covered in Scott Foresman Social Studies—*The United States*.
- 10. Identify the rivers that fostered the growth and development of early world civilizations. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
- 11. Identify on a map the major food-producing regions of the world. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
- 12. Explain how the location of the major industrial regions of the world fostered their growth and development. (W)**  
74, 76, 82, 84-85
- 13. Identify on a map the location of the major civilizations of the world, over time. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
- 14. Locate sources about the environment during a specific period of world history using the World Wide Web. (W)**  
This objective is covered in Scott Foresman Social Studies—*The United States* and *The World*.

**17A** - Students who meet the standard can locate, describe and explain places, regions and features on Earth.

- 1. Describe the location of countries relative to the locations of other countries.**  
H13, H14, R4-R5, R6-R7, R8, R9, R10-R11, R12-R13, R14-R15
- 2. Locate the principal parallels and meridians on maps and globes.**  
H12, H13, H14, H15, 21, 408-409
- 3. Create a map of the local community containing basic elements (e.g., lines, points, symbols).**  
H20
- 4. Evaluate maps drawn to different scales to determine the one most useful for describing the characteristics of a place.**  
H19, H20, H22, 86-87
- 5. Locate on maps, major bodies of water and river systems in Illinois, the United States, and the world.**  
11, 98, 160, 226, 294, 362

**17B** - Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

- 1. Compare ways the physical environment is used to meet needs of people (e.g., cutting trees, mining, raising food).**  
26-31, 112-115, 116-119, 120-121, 169, 180-183, 247, 248-249, 250-251, 314-315, 385, 386-387, 388, R40
- 2. Explain how the length of day can influence human activities in different regions of the world (e.g., use of daylight savings time, school schedules in the United States, summer and winter activities in areas north of the Arctic Circle).**  
18-19, 22-23, 379
- 3. Describe your feelings about some element of the physical environment (e.g., forests, beaches, snow-covered hills, your favorite area in the neighborhood).**  
18-19, 32-33, 104-109, 161, 164, 166-169, 172-175, 227, 242-245, 295, 297, 300-304, 360-361, 363, 365, 366, 368-373, 374-375, R37, R38

- 4. Interpret a diagram or use a globe to show Earth's rotation on its axis to explain the causes of day and night.**

Related page: 22

- 5. Recognize that people can work together to preserve and protect the natural resources and environment.**

23, 29, 120-121, 179, 297, 301, 315, 370-371

**17C** - Students who meet the standard can understand relationships between geographic factors and society.

- 1. Discuss how different groups of people in the world adapt to the physical and human environment to meet their needs.**

H6-H7, 262-263

- 2. Compare ways in which people in urban and rural communities meet their needs from the environment.**

26-27, 28-29, 30-31, 32-33, 70-71

- 3. Explain how environmental problems may result from the use of technology and ways that technology might be used to solve environmental problems.**

23, 29, 70-71, 179, 297, 301, 315, 370-371

- 4. Identify resources whose value has changed over time as technology has changed.**

26-27, 28-29, 70-71, 314, 315, 316, 317

- 5. Observe, describe, and record changes in the local environment over time.**

29, R40

- 6. Organize a series of pictures to show landscape changes from prairie to farmland.**

224-225, 249, R41

**17D** - Students who meet the standard can understand the historical significance of geography.

- 1. Compare historical and contemporary perceptions people have of the same place using landscape paintings, photographs, maps, and narratives.**

E8-E9, 5, 8, 12-13, 14-15, 95a, 96-97, 157a, 158-159, 223a, 224-225, 291a, 292-293, 359a, 360-361



- 2. Describe the geographic history of the community using old maps, photographs, and interviews with older residents.**  
45, 128, 131, 137, 142-146, 163, 212, 267, 277, 280, 334-335, 336, 341, 342-343, 402-403, 412, 414-415
- 3. Analyze how the physical features of Illinois have affected the settlement patterns of the state (e.g., rivers, valleys, prairie).**  
224-225, 229, 233-234, 235, 236-237, 247, 248-249, R37

**18A** - Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

- 1. Discuss cultural differences in various geographic regions in the United States.**  
38, 39, 40-41, 42, 43, 44, 45, 117, 118, 119, 120-121
- 2. Explain the significance of knowing about more than one culture.**  
43, 44, 45, TR18, TR22, TR24, TR26
- 3. Describe how a culture other than the student's own uses its technology to adapt to its environment.**  
205
- 4. Identify changes in cultural traits over time.**  
43, 128-129, 147, 153, 192, 205-207, 208, 258-259, 328, 397
- 5. Describe how changes in technology bring about changes in daily life.**  
26-27, 28-29, 70-71, 145, 148-149, 205-207, 314, 315, 316, 317
- 6. Explain how a part of American culture (e.g., Mode of dress, music, architecture) has changed overtime.**  
10, 26-27, 28-29, 66-67, 68-69, 70-71, 72-73, 74-75, 131, 132, 135, 136-138, 140-141, 189, 196-197, 204-205, 271, 272-275, 280, 306-307, 314, 315, 316, 317, 334-335, 336-337, 338-343, 344-345, 395, 396, 398-399, 402-404, TR24
- 7. Analyze sources of information (e.g., newspapers from other towns, souvenirs, web-sites) that reflect different cultural traits.**  
E10-E11, H6-H7, 139, 190, 257, 259, 262-263, 267, 399, 402, 405

**18B** - Students who meet the standard can understand the roles and interactions of individuals and groups in society.

- 1. Define social institution.**  
E10-E11, H2, TR18, TR26, TR28
- 2. Differentiate between a primary group, a secondary group, and a reference group.**  
Related pages: 258-259, 260, 290, 351
- 3. Compare different motivations for the behavior of an individual or group.**  
E12-E13, H2-H3, 45, 53, 60-61, 139, 147, 148-149, 193, 200-201, 207, 257, 238-239, 258, 259, 260-261, 267, 272, 273, 275, 283, 305, 318-319, 329, 349, 350-351, 389, 407, 416-417
- 4. Distinguish between norms and laws.**  
E12-E13, E14-E15, 47, 48, 49, 50, 5152, 53, TR7
- 5. Give examples of peer pressure (e.g., pressure to smoke, drink, join gangs).**  
H2-H3, TR1-TR2

**18C** - Students who meet the standard can understand how social systems form and develop over time.

- 1. Give examples of how technology helps to transform a society.**  
E6-E7, 70-71, 84-85, 145, 212-213, 316-317, TR17
- 2. Use images to describe group behavior.**  
E4-E5, E10-E11, E12-E13. E14-E15, H2-H3, H4-H5, 31, 39, 43, 51, 52, 148-149, 260-261, 318-319, 416-417, TR21
- 3. Describe the function of support systems (e.g., family, youth group).**  
43, 44, 60-61, 148-149, 260-261, 416-417
- 4. Distinguish between direct and indirect relationships.**  
H2-H3, 60-61, 148-149, 260-261, 416-417

**Scott Foresman Social Studies--Illinois  
to the  
Illinois Social Science Descriptors**

**Stage D**

**14A** - Students who meet the standard can understand and explain basic principles of The United States government.

- 1. List reasons for forming a government.**  
65, 99, 267, 268-269
- 2. Describe the purpose of the Declaration of Independence, and the Illinois and United States Constitutions.**  
82, 99, 119, 126, 154, 262, 263, 267, 268, 277
- 3. Recite basic rights of citizens and restrictions upon government afforded to Americans through the Bill of Rights.**  
119, 277
- 4. Differentiate between citizenship by birth or naturalization.**  
277
- 5. Discuss some of the responsibilities adults share in maintaining our local governments and communities (e.g., voting at election time, when asked to serve on community boards or committees they join, paying their taxes, serving on juries).**  
H4-H5, 276-277, 278-279, 282-283, 285, 304
- 6. Defend the position that people in a democracy must have such rights as freedom of speech, freedom of the press, freedom of religion, or freedom of assembly.**  
H4-H5, 276-277, 278-279, 282-283, 285, 304

**14B** - Students who meet the standard can understand the structures and functions of the political systems of Illinois, The United States, and other nations.

- 1. Name people from Illinois who serve in the U.S. Congress.**  
267

2. **Compose a definition for a "national government."**  
267
3. **Summarize the function of the three branches of government found within the state and federal government.**  
267, 268, 269
4. **Compare and contrast how local and state governments provide services to people.**  
270-271
5. **Distinguish between the powers and responsibilities of local, state, and federal government.**  
267, 268, 269, 270, 271, 277

**14C** - Students who meet the standard can understand election processes and responsibilities of citizens.

1. **Explain the significance of the rights and responsibilities students share within a school.**  
H4-H5, 171, 279
2. **Predict the consequences of people not acting responsibly in their communities.**  
171, 229, 243, 278, 282-283
3. **Explain why a person might choose to vote for one candidate for President of the United States over another candidate.**  
171, 278-279, 280-281
4. **Identify historical events during which various groups have won their right to participate within the electoral process (e.g., 15th and 19th Amendments).**  
276, 277, 280-281

**14D** - Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, The United States, and other nations.

- 1. Explain why someone would join a non-profit or civic group that serves the common good (e.g., Red Cross).**  
129, 229, 246, 247, 263, 277, 282-283
- 2. Describe a way that a president used political persuasion to shape public policy (e.g., State of the Union Address, press conference, meeting with members of a Congressional committee).**  
Related pages: 267, 268, 272
- 3. Identify a controversial issue in the community.**  
45, 129, 229, 282
- 4. Identify the names of major contemporary political parties.**  
267

**14E** - Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

- 1. Name an international organization of which the United States is a member (e.g., United Nations).**  
H17, 248-249
- 2. Identify the role of the president in making foreign policy decisions.**  
H16, H17, H18-H19, H20-H21, 176-177, 248-249
- 3. Describe how the interests of the United States and other nations may or may not allow for international cooperation.**  
235, 238-239, 244-245

**14F** - Students who meet the standard can understand the development of United States political ideas and traditions.

- 1. Describe values that have formed the foundation of our American democratic system (e.g., the love of liberty, respect for individual rights).**  
H4-H5, 128-129, 265, 266-267, 268-269, 270, 271, 276-277, 278-279, 280-281, 282-283

- 2. Summarize the meaning of the words, sounds, or images in an artistic expression that illustrates the traditions important to our political system and concept of freedom (e.g., music and lyrics to the Star Spangled Banner, painting of George Washington crossing the Delaware River).**  
2-3, 110-111, 119, 163, 168, 170, 184, 188, 189, 191, 192, 194, 195, 198-199, 228, 244, 273, 280-281, 302-303
- 3. Explain the significance of political symbols and mottoes of the United States (e.g., E Pluribus Unum, the Flag, the Statue of Liberty, the bald eagle, the Great Seal, oaths of office).**  
H17, 98, 99

**15A** - Students who meet the standard understand economic systems, with an emphasis on The United States.

- 1. Identify the productive resources (human, natural, capital) used in the production of goods and services they use**  
7, 214, 236, 289, 290-291, 292, 293
- 2. Identify alternative uses for a given a set of productive resources.**  
239, 241, 293
- 3. Define labor (i.e., human resource used to produce goods and services).**  
246, 293
- 4. Explain how wages or salaries (the price of labor) act as incentives for people to provide labor.**  
236, 237
- 5. Distinguish between "unemployed" and "non-employed" persons in the economy.**  
236-237
- 6. Identify skills and knowledge needed for a job.**  
236, 293

**15B** - Students who meet the standard understand that scarcity necessitates choices by consumers.

- 1. Identify criteria they use when making consumer choices.**  
237, 289

- 2. Identify the opportunity cost of a recent consumer choice they have made.**  
289

**15C** - Students who meet the standard understand that scarcity necessitates choices by producers.

- 1. Explain that producers will make and sell more of a good or service when the price of that good or service is higher, and will make and sell less when the price is lower.**  
289
- 2. Define "entrepreneur."**  
291
- 3. Identify examples of entrepreneurs in the community, state, or world.**  
36, 291, 298, 299
- 4. Classify examples of human, natural, and capital resources.**  
7, 214, 236, 289, 290-291, 292, 293

**15D** - Students who meet the standard understand trade as an exchange of goods or services.

- 1. Describe a monetary exchange that students have made and explain why they were willing to exchange money for a good or service.**  
256, 289, 290
- 2. Identify current and historical examples of exchange (both barter and monetary).**  
290
- 3. Identify the division of labor in a simple production process.**  
291, 292, 293
- 4. Identify examples of division of labor in the school or the community.**  
290, 291, 292, 293

**15E** - Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.

- 1. Define public goods and services as those that benefit more than one person at the same time and cannot be restricted to only those that pay.**  
H17, 248-249
- 2. Explain why private providers do not produce goods and services such as streetlights.**  
H17, 248-249
- 3. Name at least two taxes students or adults pay.**  
268, 270
- 4. Explain how governmental bodies use taxes.**  
268, 270, 271

**16A** - Students who meet the standard can apply the skills of historical analysis and interpretation.

- 1. Place a randomly ordered series of events at the proper points on a timeline to differentiate between BCE and CE time.**  
This objective is covered in Scott Foresman Social Studies—*The World*.
- 2. Compare life in one region or place during two different time periods using a combination of historical sources.**  
34, 42, 44, 45, 66-67, 76-77
- 3. Describe historical trends using data supplied on a graph or chart.**  
72, 220
- 4. Describe changes in a region or place using an historical atlas.**  
31, 41, 63, 69, 71, 87, 91, 92, 120, 123, 138, 144, 167, 173, 187, 236, 244, 274
- 5. List the details found on an historical artifact to determine its manufacture, date, and use.**  
78-79, related pages: 64, 70, 84, 90, 96, 97, 100, 124, 166, 190, 234
- 6. Describe aspects of life in a specific period in a specific region or place using a combination of historical sources.**  
H16, H17, H18-H19, H20-H22, 148-149, 176-177, 248-249



**7. Locate a website for the study of history on the World Wide Web.**

H17, 57, 60b, 61, 62, 70, 78, 81, 82b, 83, 84, 90, 96, 101, 106, 108, 109c, 113, 116b, 117, 118, 122, 123, 131, 132b, 133, 134, 142, 151, 154, 157c, 161, 164b, 165, 166, 172, 175, 179, 180b, 181, 182, 188, 197, 200, 203c, 207, 210b, 212, 222, 231, 232b, 233, 234, 242, 247, 250, 254

**16B** - Students who meet the standard understand the development of significant political events.

**1. Place a series of political events in their proper location on a timeline of United States history. (US)**

110-111, 158-159, 204-205, 260-261, R26-R28

**2. List the contributions of significant figures in United States political history (e.g., Thomas Jefferson's writing of the Declaration of Independence). (US)**

22, 98, 99, 126, 135, 167, 173, 190, 223, 224, 235, 237, 243, 245, 260-261, 267, 268

**3. Explain why significant events in United States political history are important today. (US)**

99, 119, 185, 237, 243, 244, 277

**4. Interpret the symbolism of the images/icons found on historical memorials, murals, or monuments. (US)**

203, 204-205, 226, 232, 244

**5. Place a series of political events in their proper location on a timeline of World History. (W)**

This objective is covered in Scott Foresman Social Studies—*The World*.

**6. Describe a political system and/or institution that existed during ancient times. (W)**

This objective is covered in Scott Foresman Social Studies—*The World*.

**7. Identify western political ideas originating in earlier periods (e.g., elements of democracy in ancient Greece and Rome and medieval England). (W)**

This objective is covered in Scott Foresman Social Studies—*The World*.

**16C** - Students who meet the standard understand the development of economic systems.

- 1. Place a series of economic events in their proper location on a timeline of United States history. (US)**  
94-95, 204-205, 260-261
- 2. Identify the different types of economic activities of early people in Illinois (e.g., Native Americans, pioneers). (US)**  
56-57, 59, 61, 64, 65, 67, 72, 73, 74
- 3. Describe how the environment affected the economic activities of the early people of Illinois. (US)**  
63, 64, 65, 67, 72, 73
- 4. Compare/contrast past economic activities to contemporary economic activities. (US)**  
64, 65, 66
- 5. Place a series of economic events in their proper location on a timeline of World History. (W)**  
H17, 248-249
- 6. Identify the differences between an agricultural society and a hunting/gathering way of life. (W)**  
H17, 248-249
- 7. Describe the causes and consequences of the first agricultural revolution. (W)**  
H17, 248-249
- 8. Discuss the economic conditions of the great ancient civilizations (e.g., Mesopotamian, Egyptian, Aegean/Mediterranean, Asian civilizations) 1000 BCE - 500 CE. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.

**16D** - Students who meet the standard understand Illinois, United States, and world social history.

- 1. Locate examples/stories of the changing roles of people over time. (US)**  
157h, 160, 198-199, 203h, 205, 206, 252-253, 257h

- 2. Identify the turning points in local, Illinois, and United States social history. (US)**  
85, 89, 91, 92, 119, 120, 126, 128-129, 138, 143, 147, 156, 166-167, 170-171, 172-173, 174, 175, 184-185, 188-192, 214-215, 216-217, 239, R26-R28
- 3. Compare the life of people of various social status in the past to people of the same status during another time period. (US)**  
4-5, 56-57, 112-113, 160-161, 206-207, 260-261
- 4. Place a series of social events in their proper location on a timeline of World History. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
- 5. Compare traditions and customs of a place or world region today with those from the past. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
- 6. Compare/contrast the customs and traditions of a past culture with those of another past culture (e.g., Greeks and Egyptians). (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.

**16E** - Students who meet the standard understand Illinois, United States, and world environmental history.

- 1. Place a series of environmental events in their proper location on a timeline of United States history. (US)**  
54-55, 56-57, 110-111, 112-113, 204-205, 206-207, 260-261
- 2. Describe how hunter-gatherer cultures in the pre-colonial Illinois country and other regions of North America used the environment in terms of securing food, shelter, clothing, and tools (technology). (US)**  
59, 63, 64, 65, 66-67, 71-73, 74
- 3. Describe how changes in weather/climate affected the physical and cultural features of the environment in the mid-west and other regions of North America using maps, geographic tools, images, and other sources. (US)**  
7, 16-17, 18-19, 23, 31, 32, 33, 37, 43, 73, 86, 87
- 4. Identify the rivers that fostered the growth and development of North America. (US)**  
32, 33, 41, 43, 54-55, 65, 68, 71, 87, 89, 125

- 5. Explain how the locations of agricultural and industrial regions of the United States help to understand the nation's growth and development. (US)**  
15, 19, 34, 37, 44, 59, 61, 64, 65, 73, 74, 133, 135, 142, 146, 189, 209, 212, 213, 214, 216-217, 238, 254, 288, 290, 304
- 6. Identify on a map of Illinois the lands associated with Native American tribes. (US)**  
61, 63, 69, 71, 76
- 7. Locate sources about the environment during a specific period of Illinois or United States history using the World Wide Web. (US)**  
H17, 18, 248-249
- 8. Place a series of environmental events in their proper location on a timeline of World History. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
- 9. Describe how hunter-gatherer cultures used the environment in terms of securing food, shelter, clothing, and tools (technology). (W)**  
63
- 10. Identify the rivers that fostered the growth and development of early world civilizations. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
- 11. Identify on a map the major food-producing regions of the world. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
- 12. Explain how the location of the major industrial regions of the world fostered their growth and development. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
- 13. Identify on a map the location of the major civilizations of the world, over time. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
- 14. Locate sources about the environment during a specific period of world history using the World Wide Web. (W)**  
H17, 40, 42, 214, 248-249

**17A** - Students who meet the standard can locate, describe and explain places, regions and features on Earth.

- 1. Describe the location of countries relative to the locations of other countries.**  
H9, H10, 11, 37, 144, 294, 235, R4-R5, R6-R7, R8-R9, R10-R11
- 2. Locate the principal parallels and meridians on maps and globes.**  
H8-H9, H10, H11, 122-123
- 3. Create a map of the local community containing basic elements (e.g., lines, points, symbols).**  
H14, 38, 306
- 4. Evaluate maps drawn to different scales to determine the one most useful for describing the characteristics of a place.**  
H13, H14, 38-39, 274-275
- 5. Locate on maps, major bodies of water and river systems in Illinois, the United States, and the world.**  
H9, H10, H15, 32, 33, 41, 43, 54-55, 63, 65, 68, 71, 87, 89, 120, 123, 125, R4-R5, R6-R7, R8-R9, R10-R11, R20

**17B** - Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

- 1. Compare ways the physical environment is used to meet needs of people (e.g., cutting trees, mining, raising food).**  
29, 32, 41, 44, 214, 237, 238, 290, 304
- 2. Explain how the length of day can influence human activities in different regions of the world (e.g., use of daylight savings time, school schedules in the United States, summer and winter activities in areas north of the Arctic Circle).**  
Related pages: 16, 18, 19, 33, 294-295
- 3. Describe your feelings about some element of the physical environment (e.g., forests, beaches, snow-covered hills, your favorite area in the neighborhood).**  
1, 2-3, 9, 10, 12, 12, 13, 14, 15, 16-17, 18, 22, 30, 31, 32-33, 35, 40, 41, 42-43, 48-49, 50, 52

- 4. Interpret a diagram or use a globe to show Earth's rotation on its axis to explain the causes of day and night.**

H17, 248-249, related page: H10

- 5. Recognize that people can work together to preserve and protect the natural resources and environment.**

20-21, 22, 42, 45

**17C** - Students who meet the standard can understand relationships between geographic factors and society.

- 1. Discuss how different groups of people in the world adapt to the physical and human environment to meet their needs.**

H17, 37, 248-249

- 2. Compare ways in which people in urban and rural communities meet their needs from the environment.**

15, 19, 34, 37, 44, 59, 61, 64, 65, 73, 74, 133, 135, 142, 146, 189, 209, 212, 213, 214, 216-217, 238, 254, 288, 290, 304

- 3. Explain how environmental problems may result from the use of technology and ways that technology might be used to solve environmental problems.**

22, 45, 213, 214, 215

- 4. Identify resources whose value has changed over time as technology has changed.**

32, 61, 142-143, 144-145, 146, 147, 148-149, 263, 287, 288, 289, 290, 291, 292, 293

- 5. Observe, describe, and record changes in the local environment over time.**

12, 14-15, 16-17, 22

- 6. Organize a series of pictures to show landscape changes from prairie to farmland.**

12-13, 22, 28, 30, 32, 37, 65, 110-111, 143

**17D** - Students who meet the standard can understand the historical significance of geography.

- 1. Compare historical and contemporary perceptions people have of the same place using landscape paintings, photographs, maps, and narratives.**  
2-3, 48-49, 54-55, 104-105, 110-111, 125, 152-153, 158-159, 198-199, 204-205, 252-253, 258-259, 302-303
- 2. Describe the geographic history of the community using old maps, photographs, and interviews with older residents.**  
108, 119, 125, 151, 155, 156, 302
- 3. Analyze how the physical features of Illinois have affected the settlement patterns of the state (e.g., rivers, valleys, prairie).**  
64, 65, 66-67, 68, 69, 71-73, 74, 76, 86, 88, 89, 115, 135, 136, 139

**18A** - Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

- 1. Discuss cultural differences in various geographic regions in the United States.**  
H17, 34, 36, 64, 65, 66, 67, 70-73, 145, 146, 147, 163, 167, 168, 170-171, 248-249, 296, 297, 298, 299
- 2. Explain the significance of knowing about more than one culture.**  
H17, 248-249
- 3. Describe how a culture other than the student's own uses its technology to adapt to its environment.**  
37, 289, 291
- 4. Identify changes in cultural traits over time.**  
H17, 248-249, 291, 292, 293, 296, 297, 298
- 5. Describe how changes in technology bring about changes in daily life.**  
133, 142, 213, 240-241, 288, 289, 290, 291, 292, 293
- 6. Explain how a part of American culture (e.g., Mode of dress, music, architecture) has changed overtime.**  
258-259, 296, 297, 298, 299

- 7. Analyze sources of information (e.g., newspapers from other towns, souvenirs, web-sites) that reflect different cultural traits.**  
136, 216, 248, 280-281, 296, 297, 298, 299

**18B** - Students who meet the standard can understand the roles and interactions of individuals and groups in society.

- 1. Define social institution.**  
136
- 2. Differentiate between a primary group, a secondary group, and a reference group.**  
H17, 248-249
- 3. Compare different motivations for the behavior of an individual or group.**  
23, 36, 45, 48, 75, 86, 89, 101, 127, 128, 135, 140, 143, 170, 175, 192, 193, 213, 214, 216, 227, 228, 243, 247, 272, 282, 277, 268, 291, 298, 299
- 4. Distinguish between norms and laws.**  
H17, 248-249, 267
- 5. Give examples of peer pressure (e.g., pressure to smoke, drink, join gangs).**  
H4-H5

**18C** - Students who meet the standard can understand how social systems form and develop over time.

- 1. Give examples of how technology helps to transform a society.**  
133, 142, 213, 240-241, 288, 289, 290, 291, 292, 293
- 2. Use images to describe group behavior.**  
H4-H5, 101, 282-283
- 3. Describe the function of support systems (e.g., family, youth group).**  
H4-H5, 129, 224-225, 228-229
- 4. Distinguish between direct and indirect relationships.**  
Related pages: H4-H5, 129, 282-283



**Scott Foresman Social Studies—The United States  
to the  
Illinois Social Science Descriptors**

**Stage E**

**14A** - Students who meet the standard can understand and explain basic principles of The United States government.

**1. Give examples of civic and personal responsibilities of students and adults.**

E12-E13, H2-H3, 14, 15, 16-17, 23, 31, 39, 40-41, 65, 81, 92-93, 105, 151, 160, 163, 173, 183, 184, 215, 221, 237, 274-275, 277, 283, 300, 301, 306, 309, 351, 363, 367, 369, 385, 407, 421, 422-423, 437, 475, 483, 497, 499, 504, 508, 553, 570, 575, 583, 623, 628, 631, 645, 646, 649, 668

**2. Explain the characteristics of a "democracy."**

E12-E13, E14-E15, H2-H3, 3, 14-15, 16-17, 18-19, 21, 23, 331, 337, 345-347, 348, 352-354, R30-R52

**3. Justify why governments need to make rules and laws for people.**

339, 340-341, 342, 343, 348, 349, 351

**4. Explain the importance of the Declaration of Independence and the Illinois and United States Constitutions.**

E14-E15, 3, 15, 17, 295, 298-301, 331, 337, 339, 345-347, 348, 352-354, R26-R29, R30-R52

**5. Define the concept of "unalienable" as it relates to rights expressed in the Declaration of Independence.**

299

**6. Explain how the U.S. Constitution can be amended.**

354-355

**7. Defend the idea of having a Bill of Rights to outline and protect the rights of citizens.**

354, 355

**8. Summarize the evolution of one of the amendments to the constitution (e.g., its origins, implementation, influence).**

354-355

**9. Define rule of law.**

339, 344, 345, 346-347, 348, 349

**14B** - Students who meet the standard can understand the structures and functions of the political systems of Illinois, The United States, and other nations.

**1. State the names of the two houses in the Illinois state legislature.**

349, 356

**2. Describe the purpose behind the principles of division and sharing powers among the executive, legislative, and judicial branches.**

348-349

**3. Describe the system of checks and balances between the three branches of the federal government.**

348-349

**4. Differentiate between the characteristics of criminal and civil trials.**

277, 356-357

**14C** - Students who meet the standard can understand election processes and responsibilities of citizens.

**1. Describe situations in their home, school, or community where the rights of minorities have been respected.**

H2, H3, 309, 392, 416-417, 418, 419, 472

**2. Predict the consequences of ignoring the rights of other people in public places (e.g., smoking in a crowded theater).**

H3, 472

**3. Explain how an individual or group has solved a problem in their community.**

H2, H3, 38, 39, 40-41, 81, 92-93, 184-185, 222-223, 274-275, 310-311, 368-369, 416, 417, 418, 421-422, 472, 504-505, 576-577, 645, 668-669

**4. Identify voting requirements.**

H3, 416, 419

**14D** - Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, The United States, and other nations.

- 1. Describe a situation where minority rights may supersede the wishes of the majority.**  
E10, 416, 417
- 2. Produce a plan to increase student and/or parent involvement in school activities.**  
19, 40-41, 454, 504-505
- 3. Define the concept of "lobbying" to influence public opinion or legislative decision-making.**  
Related pages: 270, 271, 274-275, 278, 282, 417, 418-419, 420, 421, 422-423, 424-425
- 4. Explain ways that individuals and groups influence the shaping of public policy.**  
40-41, 92-93, 184-185, 260-261, 262-263, 270-271, 272, 273, 274-275, 279, 306, 310-311, 417, 418-419, 420, 421, 422-423, 424-425, 472, 500, 504-505, 666-667
- 5. Compare/contrast contemporary and traditional forms of political persuasion (e.g., speeches and parades with Internet, faxes, electronic mail).**  
H7, 273, 274-275, 284-285, 310-311, 505, 661, 666

**14E** - Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

- 1. Summarize how nations interact to avoid conflict (e.g., diplomacy, trade, treaties).**  
304, 319, 342, 435-436, 604, 606-607, 609, 611, 638, 639, 640, 652, 654, 660
- 2. Identify government branches and offices at the federal level that are responsible for conducting foreign affairs.**  
660
- 3. Identify a treaty the United States has signed with another country.**  
638, 652, 654

- 4. Describe how a specific issue (e.g., trade, resources, human rights) has affected a president's foreign policy.**

638, 639, 640, 641, 651, 652, 653, 654, 655, 659, 660, 661

**14F** - Students who meet the standard can understand the development of United States political ideas and traditions.

- 1. Describe examples of the development of basic freedoms for the people of the United States.**

E12-E13, E14-E15, H2-H3, 3, 7, 14-15, 16-17, 18-19, 21, 23, 178-179, 183, 184-185, 218, 331, 337, 345-347, 348, 351, 352-354, 403-406, 461, 466, 467, 468-469, 470-474, 500, 612, 613, 614, R30-R52

- 2. Discuss consistencies and inconsistencies expressed in United States political traditions and actual practices (e.g., freedom of speech, the right to bear arms, slavery, voting rights).**

343, 346-347, 368-369, 381, 392, 417, 418, 419, 420, 421, 422-423, 424-425, 436, 441, 465, 466-467, 468-469, 470-471, 472-473, 474, 475, 500, 504-505, 520, 612, 613, 618, 627

- 3. Compare the similarities found in national symbols, legends, or stories that have emphasized the value of such principles as freedom, liberty, preservation of the Union, etc.**

E16, E24, 383, 388-389, 450-451, 455h, 456-457, 468-469, 472, 475, 478, 480, 483, 485, 486, 497, 500, 508, 524-525, 561

- 4. Describe historical examples featuring the denial or extension of civil rights to various individuals or groups.**

464-465, 466-467, 468-469, 470, 472, 473, 474, 475, 477, 479, 480, 481, 500, 508

- 5. Identify significant changes in communication or technology that have had an affect on the spread of political information and influence (e.g., telegraph, television, Internet).**

E6-E7, H7, 21, 23, 208-209, 410, 431, 514-515, 539, 563, 565, 625, 628, 661, 666

**15A** - Students who meet the standard understand economic systems, with an emphasis on The United States.

- 1. Explain how a market economy answers the three basic economic questions: What to produce? How to produce? For whom to produce?**  
E4-E5, 19, 212, 564, 566, 617
- 2. Identify the productive resources people sell to earn income.**  
E4-E5, 114, 157, 564, 566, 617
- 3. Identify human resources in their community and the goods and services they produce.**  
E4-E5, 35, 203, 204, 539, 564, 566, 572-573, 574, 576-577
- 4. Analyze the relationship between what they learn in school and the skills they need for a job.**  
31, 203

**15B** - Students who meet the standard understand that scarcity necessitates choices by consumers.

- 1. Apply the concept of opportunity cost to choices in the classroom.**  
19
- 2. Identify factors that affect consumer choices (e.g., prices of goods and services; quality; income; preferences/tastes).**  
E4-E5, 103, 114, 179
- 3. Describe how a large increase or decrease in the price of a good or service would affect how much of that item would be purchased.**  
E4-E5, 103, 179, 564, 617
- 4. Explain why consumers will buy more goods and services at lower prices and fewer at higher prices.**  
E4-E5, 179, 617
- 5. Define prices as what consumers pay when buying goods or services and what sellers receive when selling goods or services.**  
E4-E5, 103, 114, 564, 617

**15C** - Students who meet the standard understand that scarcity necessitates choices by producers.

- 1. Predict how a large increase or decrease in the price of a good or service will affect how much producers will make and sell of that good or service.**  
E4-E5, 114, 179, 617, 627, 644
- 2. Analyze why producers will produce more goods and services at higher prices and fewer at lower prices.**  
114, 564, 566, 617, 627
- 3. Identify markets in which there are very few sellers and markets in which there are many sellers.**  
E4-E5, 564, 566, 619, 627
- 4. Identify the characteristics of effective entrepreneurs (e.g., why they are willing to take risks to start new businesses).**  
21, 444, 564, 566

**15D** - Students who meet the standard understand trade as an exchange of goods or services.

- 1. Explain the benefits of exchanging with the use of money.**  
19
- 2. Identify the primary functions and services of financial institutions.**  
21
- 3. Predict how people's lives would be different if they did not trade with others for goods and services they use.**  
114, 157, 619
- 4. Illustrate how division of labor in a production process can increase productivity.**  
408-409, 410-411, 466, 540-541, 572-573, 574
- 5. Explain how division of labor creates interdependence.**  
30
- 6. Analyze the impact of interdependence on the production process.**  
30, 660

**15E** - Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.

- 1. Identify public goods and services in the community, state, and nation.**  
204, 660, 666
- 2. List the types of taxes paid by individuals and by businesses.**  
268-269, 271, 339, 349

**16A** - Students who meet the standard can apply the skills of historical analysis and interpretation.

- 1. Explain how life changed or stayed the same in a region or place using two historic maps that depict different times in that region or place.**  
378-379
- 2. Describe trends during a time period using political, economic, environmental, and social data from appropriate graphs or charts.**  
177, 409, 410, 465, 466, 539, 660
- 3. Distinguish between primary and secondary sources.**  
H6, 2-3, 46-47, 126-127, 194-195, 208-209, 260-261, 330-331, 394-395, 456-457, 530-531, 594-595
- 4. Formulate a research question about the past that includes its "people", "space", and "time" dimensions.**  
E2-E3, E6-E7, H6, H7, H8, H9, 86-87, 116-117, 208-209, 356-357, 606-607
- 5. Identify sources in the school or local library that will help answer a research question.**  
E2-E3, E6-E7, H6, H7, H8, H9, 86-87, 116-117, 208-209, 356-357, 606-607
- 6. Locate on the World Wide Web one source pertaining to each of "people", "space", and "time" dimensions of a research question.**  
H7, 23, 86-87, 356-357

**16B** - Students who meet the standard understand the development of significant political events.

- 1. Identify turning points in United States political history. (US)**  
480, 481, 484, 506-511, 516-521, 582, 606-607, 608-614, 619, 620, 624-630, 631, 637, 638-639, 640, 644-645, 651, 652-653, 654-655, 659, 660-661, 662-663
- 2. Summarize the causes and effects of ideas and actions of significant political figures during the Colonial Period. (US)**  
160, 161, 164, 167, 169, 170, 172, 178, 179, 180, 181, 183, 184, 185, 197, 206, 207, 212, 215, 217, 218, 220, 221, 222-223, 225-227, 235, 236, 238, 242, 246, 247, 251
- 3. Analyze political events, figures, and ideas in the colonies that led to the American Revolution. (US)**  
260-261, 262-263, 265, 268-271, 272-273, 274-275, 276-277, 278, 279, 280-282, 283
- 4. List the key figures, events, and ideas in the development of the United States government during the Early National Period. (US)**  
296-297, 298-299, 300, 301
- 5. Identify turning points in world political history. (W)**  
608-609, 610-614, 624-625, 626-627, 628-630, 636-637, 638-641, 658-659, 660-667
- 6. Identify significant political leaders of the non-Western world (e.g., Genghis Khan, Gandhi, Mandela). (W)**  
48, 311, 625, 626, 637, 640, 654, 659, 661, 664, 684
- 7. Describe major developments in the evolution of Western political systems (e.g., Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment). (W)**  
Related pages: 112, 345-346, 347-348
- 8. Analyze the consequences of political ideas and actions taken by significant individuals in the past. (W)**  
48, 311, 625, 626, 637, 640, 654, 659, 661, 664, 684



**16C** - Students who meet the standard understand the development of economic systems.

- 1. Identify turning points in United States economic history. (US)**  
408-409, 410-411, 412-413, 464-465, 466-467, 535, 547, 550-552, 569-571, 572, 573, 574, 576-577, 603, 604, 605, 617, 619, 620, 621, 622
- 2. Describe the economic choices people made or were forced to make during the development of the early economy of the United States. (US)**  
177, 373, 381, 405, 408-409, 410-411, 418, 422-423, 443, 444-445
- 3. Describe how slavery and indentured servitude were related to the wants of economic interest groups in the United States. (US)**  
161, 206-207, 213, 224-227
- 4. Explain how the economic choices people made in the past affected their political and social lives and their environment. (US)**  
161, 177, 206-207, 213, 224-227, 373, 381, 405, 408-409, 410-411, 418, 422-423, 443, 444-445
- 5. Identify turning points in world economic history (e.g., manorial system, cultural exchanges, capitalism, industrial revolution, information revolution). (W)**  
401, 408-409, 410, 411, 500, 530-531, 651, 661, 666
- 6. Describe the impact of trade on the development of early civilizations. (W)**  
102, 103, 104, 105, 106-107, 108-109, 500
- 7. Identify the differences between agricultural and industrial economies. (W)**  
500, 569, 572, 576-577

**16D** - Students who meet the standard understand Illinois, United States, and world social history.

- 1. Compare and contrast family and community life in two or more American colonies in terms of the colonists' motives for settling there. (US)**  
168-169, 170-171, 172-173, 177, 178, 179, 180, 181
- 2. Use a variety of sources to describe how people organized colonial society. (US)**  
H4-H5, H6-H7, H8-H9, 86-87, 116-117, 181, 183, 184-185, 187, 188-189, 190, 208-209, 356-357

- 3. Compare and contrast changes in family life as people moved from one geographic region to another during the period of westward expansion. (US)**  
370, 371, 372, 373, 406, 438-439, 440-441, 442-443, 444-445, 454, 538-541, 546-547, 548-549, 550-551, 552
- 4. Assess the influence that significant people had on the social lives of others in Illinois or the United States. (US)**  
23, 31, 39, 81, 129, 163, 183, 184-185, 215, 221, 237, 283, 301, 309, 367, 407, 421, 475, 483, 575, 583, 623, 631, 645, 649
- 5. Identify turning points in world social history. (W)**  
500, 637, 638-639, 640-641, 650-651, 652-653, 654-655, 659, 660-661
- 6. Discuss how the roles of men, women, and children in past cultures have changed over time. (W)**  
500, 637, 638-639, 640-641, 650-651, 652-653, 654-655, 659, 660-661, 662-663, 664-665, 666-667, 668-669
- 7. Describe how a cultural exchange occurred between two societies of the past (W)**  
102-103, 104, 105, 106-107, 108, 109, 112, 116-117, 124

**16E** - Students who meet the standard understand Illinois, United States, and world environmental history.

- 1. Identify turning points in United States environmental history. (US)**  
34-35, 36-37, 38, 39, 40-41, 42, 603
- 2. Explain how a community or state's location helps to understand its growth and development over time. (US)**  
28, 159-162, 165-166, 172, 178, 179, 180, 183, 202-203, 204-205, 211-213, 214, 217, 219
- 3. Organize a series of Illinois or United States maps on one environmental theme into an historical atlas. (US)**  
Related pages: 166, 604-605
- 4. Describe how various people around North America used human or animal power to cultivate crops before the onset of mechanized technology. (US)**  
410

- 5. Provide an example of how some people continue to depend on human or animal power to survive in North America. (US)**  
414-415, 456, 469, 621, 649
- 6. Describe the physical and cultural features of life in the pre-colonial Illinois country using images documenting the archaeological record. (US)**  
H4, 56
- 7. Describe the effects of a significant invention or technological innovation on the physical and cultural environment of Illinois between 1700 and 1818. (US)**  
408-409, 410-411, 503
- 8. Identify turning points in world environmental history. (W)**  
34-35, 36-37, 38, 39, 40-41, 42, 603
- 9. Identify on a map the location of the major world political powers, over time, and explain how their location fostered their growth and development. (W)**  
101, 103, 107, 108, 114
- 10. Organize a series of maps on one environmental theme into an historical atlas. (W)**  
Related pages:166, 604-605
- 11. Compare the cultural features of the environment of settled societies with those of hunter-gatherer cultures. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
- 12. Describe how various people around the globe used animals to cultivate crops in early world history. (W)**  
500
- 13. Provide examples of how some people continue to depend on animal power to survive in their environment. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*
- 14. Describe the physical and cultural features of life in the ancient world using images documenting the archaeological record. (W)**  
100, 101, 102-104, 106-109

**17A** - Students who meet the standard can locate, describe and explain places, regions and features on Earth.

- 1. Mark major ocean currents, wind patterns, landforms, and climate regions on a map.**  
E8-E9, H10-H11, H16-H17, H21, 12-13, 24-25, 26-27, 28-29, 33, R16-R17
- 2. Create thematic maps and graphs of the students' local community, Illinois, United States, and the world using data and a variety of symbols and colors (e.g., to indicate patterns of population, disease, economic features, rainfall, vegetation).**  
H16, 9, 58-59, 62, 75, 101, 116-117, 133, 155, 231, 401, 429, 491, 537
- 3. Describe the locations of major physical and human features in the community.**  
E9, H18, H22, 8-9, 10, 11, 12-13, 24-25, 26-27, 28-29, 30, 34-35, 36-37, 38, 39
- 4. Explain how major urban centers in Illinois are connected to other urban centers in Illinois and the United States (e.g., transportation arteries, communication systems, cultural and recreational relationships).**  
411, 535, 539, 540, 541, 544-545, 547, 548, 550, 551-552
- 5. Design symbols as references for map interpretation and place them in a legend/key to be used on a map.**  
H16, 9, 58-59, 62, 75, 101, 116-117, 133, 155, 231, 401, 429, 491, 537
- 6. Determine the absolute location of places chosen by the teacher and students using a map grid with latitude and longitude.**  
H15, H19, 140-141

**17B** - Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

- 1. Demonstrate understanding of Earth/Sun relationship by preparing a model or by designing a demonstration to show the tilt of Earth in relation to the Sun in order to explain day/night and length of day at different locations on Earth.**  
H12
- 2. Explain how and why people alter the physical environment (e.g., by creating irrigation projects, clearing land to make room for houses and shopping centers, planting crops, building roads).**  
H10, 28, 34, 35, 36, 37, 38-39, 40-41

- 3. Explain the process of erosion and its effects of rainfall on unprotected soil surfaces (e.g., newly tilled farm fields, deforested hillsides).**  
E8-E9, 29, 621
- 4. Explain the relationship between plants and animals in a local ecosystem.**  
E8-E9, 34-35, 36-37, 38, 39

**17C** - Students who meet the standard can understand relationships between geographic factors and society.

- 1. Create a map showing the occurrence of natural hazards in Illinois and the United States.**  
Related pages: 37, 39, 244
- 2. Map the location of students in your school by coloring the different areas (cafeteria, classrooms, gym, etc.) to show different population densities at a given time of day.**  
Related pages: 12-13, 245
- 3. Analyze map and aerial photos of the local community and Illinois to determine how humans use, abuse, and protect resources.**  
34-35, 36-37, 38-39
- 4. Identify factors that influence the location of cities (e.g., transportation arteries, physical features, migration, business, industry).**  
365, 373, 374, 399, 406, 409, 410, 411, 412, 431, 432, 439, 440-441, 443, 444-445, 550

**17D** - Students who meet the standard can understand the historical significance of geography.

- 1. Compare maps of the United States showing landforms, climate, and natural vegetation regions to maps that show population distribution to identify the relationship between settlement and physical features.**  
H16-H17, H18, H21
- 2. Analyze how customs and traditions of people from different parts of the world change over time.**  
45, 46-47, 51, 56-57, 60-64, 76-80, 81, 82-85, 88-91, 92-93, 94-97, 102-104, 105, 106-109

- 3. Describe how physical characteristics of a region or a nation influence people's point of view and the decisions they make over time (e.g., scarcity of water influences water usage, mining resources in mountainous regions, logging forested land in forested areas).**  
28, 30, 31, 34-35, 36-37, 38, 39, 40-41

**18A** - Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

- 1. Describe how culture is shared through music, art, and literature throughout the world over time.**  
2-3, 46-47, 57, 126-127, 194-195, 260-261, 319, 324-325, 330-331, 355, 388-389, 394-395, 420, 456-457, 467, 524-525, 530-531, 588-589, 594-595, 672-673
- 2. Describe how an artistic tradition has been changed by technology (e.g., photography, music).**  
665, 666, 667, 672-673
- 3. Describe how social celebrations (parades, fairs) reinforce cultural values.**  
E10-E11, 672-673, TR26, TR29
- 4. Compare the celebration of holidays by cultures throughout the world.**  
E10-E11, 2, 7, 8, TR27
- 5. Compare cultural differences/similarities with students from a different part of the United States.**  
E10-E11, 5, 9, 26, 39, 63, 65, 67, 71, 90, 107, 166, 218, 241, 289, 313, 404, 518, 673

**18B** - Students who meet the standard can understand the roles and interactions of individuals and groups in society.

- 1. Analyze how social institutions or groups meet the needs of people.**  
H2-H3, 7, 8, 10, 16, 37, 40-41, 92-93, 184-185, 274-275, 422-423, 504-505, 640, 668-669
- 2. Explain how interactions of individuals and groups impact the local community.**  
H2-H3, 40-41, 92-93, 184-185, 504-505, 668-669

- 3. Describe how national institutions affect individuals in the local community.**  
E2-E3, E12-E13, E14-E15, H4, H10-H11, 7, 14-15, 16, 17, 37, 39, 603, 613, 620, 643, 647, 649
- 4. Give an example of how different social institutions or groups (e.g., religious, nonprofit and community groups) address the same social problem.**  
369, 613, 620, 640, 643, 649, 663

**18C** - Students who meet the standard can understand how social systems form and develop over time.

- 1. Define belief system.**  
14-15, 16-17, 18-19, 20, 21, 22, 68-69, 90, 107, 185, 637-640
- 2. Describe ways school administrators, teachers, students, and parents can cooperate to address school issues.**  
17, 19, 40-41, 93, 185, 275, 505
- 3. Identify historically significant people who affected social life or institutions.**  
16, 48-49, 128-129, 169, 178, 196-197, 213, 262-263, 270, 277, 287, 303, 305, 306, 307, 332-333, 345, 365, 366, 383, 396-397, 409, 411, 412, 418, 432, 458-459, 467, 473, 477, 485, 502, 532-533, 551, 569, 571, 573, 612, 620, 625, 628, 639, 643, 644, 646, 647, 648, 653, 655, 659, 660

**Scott Foresman Social Studies—Building a Nation  
to the  
Illinois Social Science Descriptors**

**Stage E**

**14A** - Students who meet the standard can understand and explain basic principles of The United States government.

- 1. Give examples of civic and personal responsibilities of students and adults.**  
E12-E13, H2-H3, 14, 15, 16-17, 23, 31, 39, 40-41, 65, 81, 92-93, 105, 151, 160, 163, 173, 183, 184, 215, 221, 237, 274-275, 277, 283, 300, 301, 306, 309, 351, 363, 367, 369, 385, 407, 421, 422-423, 437, 475, 483, 497, 499, 504, 508
- 2. Explain the characteristics of a "democracy."**  
E12-E13, E14-E15, H2-H3, 3, 14-15, 16-17, 18-19, 21, 23, 331, 337, 345-347, 348, 352-354, R30-R52
- 3. Justify why governments need to make rules and laws for people.**  
339, 340-341, 342, 343, 348, 349, 351
- 4. Explain the importance of the Declaration of Independence and the Illinois and United States Constitutions.**  
E14-E15, 3, 15, 17, 295, 298-301, 331, 337, 339, 345-347, 348, 352-354, R26-R29, R30-R52
- 5. Define the concept of "unalienable" as it relates to rights expressed in the Declaration of Independence.**  
299
- 6. Explain how the U.S. Constitution can be amended.**  
354-355
- 7. Defend the idea of having a Bill of Rights to outline and protect the rights of citizens.**  
354-355
- 8. Summarize the evolution of one of the amendments to the constitution (e.g., its origins, implementation, influence).**  
354-355



**9. Define rule of law.**

339, 344, 345, 346-347, 348, 349

**14B** - Students who meet the standard can understand the structures and functions of the political systems of Illinois, The United States, and other nations.

**1. State the names of the two houses in the Illinois state legislature.**

349, 356

**2. Describe the purpose behind the principles of division and sharing powers among the executive, legislative, and judicial branches.**

348-349

**3. Describe the system of checks and balances between the three branches of the federal government.**

348-349

**4. Differentiate between the characteristics of criminal and civil trials.**

277, 356-357

**14C** - Students who meet the standard can understand election processes and responsibilities of citizens.

**1. Describe situations in their home, school, or community where the rights of minorities have been respected.**

H2, H3, 309, 392, 416-417, 418, 419, 472

**2. Predict the consequences of ignoring the rights of other people in public places (e.g., smoking in a crowded theater).**

H3, 472

**3. Explain how an individual or group has solved a problem in their community.**

H2, H3, 38, 39, 40-41, 81, 92-93, 184-185, 222-223, 274-275, 310-311, 368-369, 416, 417, 418, 421-422, 472, 504-505

**4. Identify voting requirements.**

H3, 416, 419

**14D** - Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, The United States, and other nations.

- 1. Describe a situation where minority rights may supersede the wishes of the majority.**  
E10, 416, 417
- 2. Produce a plan to increase student and/or parent involvement in school activities.**  
19, 40-41, 454, 504-505
- 3. Define the concept of "lobbying" to influence public opinion or legislative decision-making.**  
40-41, 92-93, 184-185, 260-261, 262-263, 270-271, 272, 273, 274-275, 279, 306, 310-311, 417, 418-419, 420, 421, 422-423, 424-425, 472, 500, 504-505
- 4. Explain ways that individuals and groups influence the shaping of public policy.**  
H7, 273, 274-275, 284-285, 310-311, 505
- 5. Compare/contrast contemporary and traditional forms of political persuasion (e.g., speeches and parades with Internet, faxes, electronic mail).**  
H7, 273, 274-275, 284-285, 310-311, 505

**14E** - Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

- 1 Summarize how nations interact to avoid conflict (e.g., diplomacy, trade, treaties).**  
304, 319, 342, 435-436
- 2. Identify government branches and offices at the federal level that are responsible for conducting foreign affairs.**  
H7, 86-87
- 3. Identify a treaty the United States has signed with another country.**  
H7, 86-87
- 4. Describe how a specific issue (e.g., trade, resources, human rights) has affected a president's foreign policy.**  
H7, 86-87

**14F** - Students who meet the standard can understand the development of United States political ideas and traditions.

- 1. Describe examples of the development of basic freedoms for the people of the United States.**  
E12-E13, E14-E15, H2-H3, 3, 7, 14-15, 16-17, 18-19, 21, 23, 178-179, 183, 184-185, 218, 331, 337, 345-347, 348, 351, 352-354, 403-406, 461, 466, 467, 468-469, 470-474, 500, R30-R52
- 2. Discuss consistencies and inconsistencies expressed in United States political traditions and actual practices (e.g., freedom of speech, the right to bear arms, slavery, voting rights).**  
343, 346-347, 368-369, 381, 392, 417, 418, 419, 420, 421, 422-423, 424-425, 436, 441, 465, 466-467, 468-469, 470-471, 472-473, 474, 475, 500, 504-505, 520
- 3. Compare the similarities found in national symbols, legends, or stories that have emphasized the value of such principles as freedom, liberty, preservation of the Union, etc.**  
E16, E24, 383, 388-389, 450-451, 455h, 456-457, 468-469, 472, 475, 478, 480, 483, 485, 486, 497, 500, 508, 524-525
- 4. Describe historical examples featuring the denial or extension of civil rights to various individuals or groups.**  
464-465, 466-467, 468-469, 470, 472, 473, 474, 475, 477, 479, 480, 481, 500, 508
- 5. Identify significant changes in communication or technology that have had an affect on the spread of political information and influence (e.g., telegraph, television, Internet).**  
E6-E7, H7, 21, 23, 208-209, 410, 431, 514-515

**15A** - Students who meet the standard understand economic systems, with an emphasis on The United States.

- 1. Explain how a market economy answers the three basic economic questions: What to produce? How to produce? For whom to produce?**  
E4-E5, 19, 212
- 2. Identify the productive resources people sell to earn income.**  
E4-E5, 114, 157

3. **Identify human resources in their community and the goods and services they produce.**  
E4-E5, 35, 203, 204
4. **Analyze the relationship between what they learn in school and the skills they need for a job.**  
31, 203

**15B** - Students who meet the standard understand that scarcity necessitates choices by consumers.

1. **Apply the concept of opportunity cost to choices in the classroom.**  
19
2. **Identify factors that affect consumer choices (e.g., prices of goods and services; quality; income; preferences/tastes).**  
E4-E5, 103, 114, 179
3. **Describe how a large increase or decrease in the price of a good or service would affect how much of that item would be purchased.**  
E4-E5, 103, 179
4. **Explain why consumers will buy more goods and services at lower prices and fewer at higher prices.**  
E4-E5, 179
5. **Define prices as what consumers pay when buying goods or services and what sellers receive when selling goods or services.**  
E4-E5, 103, 114

**15C** - Students who meet the standard understand that scarcity necessitates choices by producers.

1. **Predict how a large increase or decrease in the price of a good or service will affect how much producers will make and sell of that good or service.**  
E4-E5, 114, 179
2. **Analyze why producers will produce more goods and services at higher prices and fewer at lower prices.**  
114

3. **Identify markets in which there are very few sellers and markets in which there are many sellers.**

E4-E5

4. **Identify the characteristics of effective entrepreneurs (e.g., why they are willing to take risks to start new businesses).**

21, 444

**15D** - Students who meet the standard understand trade as an exchange of goods or services.

1. **Explain the benefits of exchanging with the use of money.**

19

2. **Identify the primary functions and services of financial institutions.**

21

3. **Predict how people's lives would be different if they did not trade with others for goods and services they use.**

114, 157

4. **Illustrate how division of labor in a production process can increase productivity.**

408-409, 410-411, 466

5. **Explain how division of labor creates interdependence.**

30

6. **Analyze the impact of interdependence on the production process.**

30

**15E** - Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.

1. **Identify public goods and services in the community, state, and nation.**

204

2. **List the types of taxes paid by individuals and by businesses.**

268-269, 271, 339, 349

**16A** - Students who meet the standard can apply the skills of historical analysis and interpretation.

- 1. Explain how life changed or stayed the same in a region or place using two historic maps that depict different times in that region or place.**  
378-379
- 2. Describe trends during a time period using political, economic, environmental, and social data from appropriate graphs or charts.**  
177, 409, 410, 465, 466
- 3. Distinguish between primary and secondary sources.**  
H6, 2-3, 46-47, 126-127, 194-195, 208-209, 260-261, 330-331, 394-395, 456
- 4. Formulate a research question about the past that includes its "people", "space", and "time" dimensions.**  
E2-E3, E6-E7, H6, H7, H8, H9, 86-87, 116-117, 208-209, 356-357
- 5. Identify sources in the school or local library that will help answer a research question.**  
E2-E3, E6-E7, H6, H7, H8, H9, 86-87, 116-117, 208-209, 356-357
- 6. Locate on the World Wide Web one source pertaining to each of "people", "space", and "time" dimensions of a research question.**  
H7, 23, 86-87, 356-357

**16B** - Students who meet the standard understand the development of significant political events.

- 1. Identify turning points in United States political history. (US)**  
480, 481, 484, 506-511, 516-521  
  
**Summarize the causes and effects of ideas and actions of significant political figures during the Colonial Period. (US)**  
160, 161, 164, 167, 169, 170, 172, 178, 179, 180, 181, 183, 184, 185, 197, 206, 207, 212, 215, 217, 218, 220, 221, 222-223, 225-227, 235, 236, 238, 242, 246, 247, 251
- 2. Analyze political events, figures, and ideas in the colonies that led to the American Revolution. (US)**  
260-261, 262-263, 265, 268-271, 272-273, 274-275, 276-277, 278, 279, 280-282, 283

3. **List the key figures, events, and ideas in the development of the United States government during the Early National Period. (US)**  
296-297, 298-299, 300, 301
4. **Identify turning points in world political history. (W)**  
This objective is covered in Scott Foresman Social Studies—*The World*.
5. **Identify significant political leaders of the non-Western world (e.g., Genghis Khan, Gandhi, Mandela). (W)**  
48, 311
6. **Describe major developments in the evolution of Western political systems (e.g., Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment). (W)**  
Related pages: 112, 345-346, 347-348
7. **Analyze the consequences of political ideas and actions taken by significant individuals in the past. (W)**  
48, 311

**16C** - Students who meet the standard understand the development of economic systems.

1. **Identify turning points in United States economic history. (US)**  
408-409, 410-411, 412-413, 464-465, 466-467  
  
**Describe the economic choices people made or were forced to make during the development of the early economy of the United States. (US)**  
177, 373, 381, 405, 408-409, 410-411, 418, 422-423, 443, 444-445
2. **Describe how slavery and indentured servitude were related to the wants of economic interest groups in the United States. (US)**  
161, 206-207, 213, 224-227
3. **Explain how the economic choices people made in the past affected their political and social lives and their environment. (US)**  
161, 177, 206-207, 213, 224-227, 373, 381, 405, 408-409, 410-411, 418, 422-423, 443, 444-445
4. **Identify turning points in world economic history (e.g., manorial system, cultural exchanges, capitalism, industrial revolution, information revolution). (W)**  
401, 408-409, 410, 411, 500

5. **Describe the impact of trade on the development of early civilizations. (W)**  
102, 103, 104, 105, 106-107, 108-109, 500
6. **Identify the differences between agricultural and industrial economies. (W)**  
500, 569, 572, 576-577

**16D** - Students who meet the standard understand Illinois, United States, and world social history.

1. **Compare and contrast family and community life in two or more American colonies in terms of the colonists' motives for settling there. (US)**  
168-169, 170-171, 172-173, 177, 178, 179, 180, 181
2. **Use a variety of sources to describe how people organized colonial society. (US)**  
H4-H5, H6-H7, H8-H9, 86-87, 116-117, 181, 183, 184-185, 187, 188-189, 190, 208-209, 356-357
3. **Compare and contrast changes in family life as people moved from one geographic region to another during the period of westward expansion. (US)**  
370, 371, 372, 373, 406, 438-439, 440-441, 442-443, 444-445, 454
4. **Assess the influence that significant people had on the social lives of others in Illinois or the United States. (US)**  
23, 31, 39, 81, 129, 163, 183, 184-185, 215, 221, 237, 283, 301, 309, 367, 407, 421, 475, 483
5. **Identify turning points in world social history. (W)**  
500
6. **Discuss how the roles of men, women, and children in past cultures have changed over time. (W)**  
500
7. **Describe how a cultural exchange occurred between two societies of the past (W)**  
102-103, 104, 105, 106-107, 108, 109, 112, 116-117, 124



**16E** - Students who meet the standard understand Illinois, United States, and world environmental history.

- 1. Identify turning points in United States environmental history. (US)**  
34-35, 36-37, 38, 39, 40-41, 42, 603
- 2. Explain how a community or state's location helps to understand its growth and development over time. (US)**  
28, 159-162, 165-166, 172, 178, 179, 180, 183, 202-203, 204-205, 211-213, 214, 217, 219
- 3. Organize a series of Illinois or United States maps on one environmental theme into an historical atlas. (US)**  
Related page: 166
- 4. Describe how various people around North America used human or animal power to cultivate crops before the onset of mechanized technology. (US)**  
410
- 5. Provide an example of how some people continue to depend on human or animal power to survive in North America. (US)**  
414-415, 456, 469
- 6. Describe the physical and cultural features of life in the pre-colonial Illinois country using images documenting the archaeological record. (US)**  
H4, 56
- 7. Describe the effects of a significant invention or technological innovation on the physical and cultural environment of Illinois between 1700 and 1818. (US)**  
408-409, 410-411, 503
- 8. Identify turning points in world environmental history. (W)**  
34-35, 36-37, 38, 39, 40-41, 42
- 9. Identify on a map the location of the major world political powers, over time, and explain how their location fostered their growth and development. (W)**  
101, 103, 107, 108, 114
- 10. Organize a series of maps on one environmental theme into an historical atlas. (W)**  
Related page:166

**11. Compare the cultural features of the environment of settled societies with those of hunter-gatherer cultures. (W)**

This objective is covered in Scott Foresman Social Studies—*The World*.

**12. Describe how various people around the globe used animals to cultivate crops in early world history. (W)**

500

**13. Provide examples of how some people continue to depend on animal power to survive in their environment. (W)**

This objective is covered in Scott Foresman Social Studies—*The World*.

**14. Describe the physical and cultural features of life in the ancient world using images documenting the archaeological record. (W)**

100, 101, 102-104, 106-109

**17A** - Students who meet the standard can locate, describe and explain places, regions and features on Earth.

**1. Mark major ocean currents, wind patterns, landforms, and climate regions on a map.**

E8-E9, H10-H11, H16-H17, H21, 12-13, 24-25, 26-27, 28-29, 33, R16-R17

**2. Create thematic maps and graphs of the students' local community, Illinois, United States, and the world using data and a variety of symbols and colors (e.g., to indicate patterns of population, disease, economic features, rainfall, vegetation).**

H16, 9, 58-59, 62, 75, 101, 116-117, 133, 155, 231, 401, 429, 491

**3. Describe the locations of major physical and human features in the community.**

E9, H18, H22, 8-9, 10, 11, 12-13, 24-25, 26-27, 28-29, 30, 34-35, 36-37, 38, 39

**4. Explain how major urban centers in Illinois are connected to other urban centers in Illinois and the United States (e.g., transportation arteries, communication systems, cultural and recreational relationships).**

411

**5. Design symbols as references for map interpretation and place them in a legend/key to be used on a map.**

H16, 9, 58-59, 62, 75, 101, 116-117, 133, 155, 231, 401, 429, 491

- 6. Determine the absolute location of places chosen by the teacher and students using a map grid with latitude and longitude.**

H15, H19, 140-141

**17B** - Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

- 1. Demonstrate understanding of Earth/Sun relationship by preparing a model or by designing a demonstration to show the tilt of Earth in relation to the Sun in order to explain day/night and length of day at different locations on Earth.**

H12

- 2. Explain how and why people alter the physical environment (e.g., by creating irrigation projects, clearing land to make room for houses and shopping centers, planting crops, building roads).**

H10, 28, 34, 35, 36, 37, 38-39, 40-41

- 3. Explain the process of erosion and its effects of rainfall on unprotected soil surfaces (e.g., newly tilled farm fields, deforested hillsides).**

E8-E9, 29, 621

- 4. Explain the relationship between plants and animals in a local ecosystem.**

E8-E9, 34-35, 36-37, 38, 39

**17C** - Students who meet the standard can understand relationships between geographic factors and society.

- 1. Create a map showing the occurrence of natural hazards in Illinois and the United States.**

Related pages: 37, 39, 244

- 2. Map the location of students in your school by coloring the different areas (cafeteria, classrooms, gym, etc.) to show different population densities at a given time of day.**

Related pages: 12-13, 245

- 3. Analyze map and aerial photos of the local community and Illinois to determine how humans use, abuse, and protect resources.**

34-35, 36-37, 38-39

- 4. Identify factors that influence the location of cities (e.g., transportation arteries, physical features, migration, business, industry).**  
365, 373, 374, 399, 406, 409, 410, 411, 412, 431, 432, 439, 440-441, 443, 444-445

**17D** - Students who meet the standard can understand the historical significance of geography.

- 1. Compare maps of the United States showing landforms, climate, and natural vegetation regions to maps that show population distribution to identify the relationship between settlement and physical features.**  
H16-H17, H18, H21
- 2. Analyze how customs and traditions of people from different parts of the world change over time.**  
45, 46-47, 51, 56-57, 60-64, 76-80, 81, 82-85, 88-91, 92-93, 94-97, 102-104, 105, 106-109
- 3. Describe how physical characteristics of a region or a nation influence people's point of view and the decisions they make over time (e.g., scarcity of water influences water usage, mining resources in mountainous regions, logging forested land in forested areas).**  
28, 30, 31, 34-35, 36-37, 38, 39, 40-41

**18A** - Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

- 1. Describe how culture is shared through music, art, and literature throughout the world over time.**  
2-3, 46-47, 57, 126-127, 194-195, 260-261, 319, 324-325, 330-331, 355, 388-389, 394-395, 420, 456-457, 467, 524-525
- 2. Describe how an artistic tradition has been changed by technology (e.g., photography, music).**  
21
- 3. Describe how social celebrations (parades, fairs) reinforce cultural values.**  
E10-E11, TR26, TR29
- 4. Compare the celebration of holidays by cultures throughout the world.**  
E10-E11, 2, 7, 8, TR27

**5. Compare cultural differences/similarities with students from a different part of the United States.**

E10-E11, 5, 9, 26, 39, 63, 65, 67, 71, 90, 107, 166, 218, 241, 289, 313, 404, 518

**18B** - Students who meet the standard can understand the roles and interactions of individuals and groups in society.

**1. Analyze how social institutions or groups meet the needs of people.**

H2-H3, 7, 8, 10, 16, 37, 40-41, 92-93, 184-185, 274-275, 422-423, 504-505

**2. Explain how interactions of individuals and groups impact the local community.**

H2-H3, 40-41, 92-93, 184-185, 504-505

**3. Describe how national institutions affect individuals in the local community.**

E2-E3, E12-E13, E14-E15, H4, H10-H11, 7, 14-15, 16, 17, 37, 39

**4. Give an example of how different social institutions or groups (e.g., religious, nonprofit and community groups) address the same social problem.**

369

**18C** - Students who meet the standard can understand how social systems form and develop over time.

**1. Define belief system.**

14-15, 16-17, 18-19, 20, 21, 22, 68-69, 90, 107, 185

**2. Describe ways school administrators, teachers, students, and parents can cooperate to address school issues.**

17, 19, 40-41, 93, 185, 275, 505

**3. Identify historically significant people who affected social life or institutions.**

16, 48-49, 128-129, 169, 178, 196-197, 213, 262-263, 270, 277, 287, 303, 305, 306, 307, 332-333, 345, 365, 366, 383, 396-397, 409, 411, 412, 418, 432, 458-459, 467, 473, 477, 485, 502

**Scott Foresman Social Studies –The World  
to the  
Illinois Social Science Descriptors**

**Stage F**

**14A** - Students who meet the standard can understand and explain basic principles of *The United States* government.

- 1. Define the concept of "consent of the governed."**  
E14-E15, 272-273
- 2. Explain the importance of having a written constitution for a government.**  
E14-E15, 473
- 3. Summarize the main points in constitutional documents (e.g., Declaration of Independence, Northwest Ordinance, Preamble of the United States Constitution).**  
E14-E15, 458, 468, 473
- 4. Identify the basic similarities and differences between the Illinois and United States Constitutions.**  
This objective is covered in Scott Foresman Social Studies— *Illinois*
- 5. Name the courts and judicial officials established to operate within the local, state, and federal governments.**  
E15, E23
- 6. Distinguish between the characteristics of a limited and unlimited government.**  
480, 481

**14B** - Students who meet the standard can understand the structures and functions of the political systems of Illinois, the United States, and other nations.

- 1. Describe the characteristics of a two-house legislature.**  
E15, E23

- 2. Explain the reasons for having the system of checks and balances as part of the organization of the federal government.**

This objective is covered in Scott Foresman Social Studies--*The United States*.

- 3. Define the roles and responsibilities of top officials in Illinois State government (e.g., Governor, Sec. of State).**

This objective is covered in Scott Foresman Social Studies— *Illinois*

- 4. Explain the distributed and shared powers of the local, state, and federal government.**

E15, E23

**14C** - Students who meet the standard can understand election processes and responsibilities of citizens.

- 1. Create a list of ideas that would encourage more civic responsibility among people.**

E12-E13, E16, H2-H3, 117, 88, 202, 293, 339, 573, 643, 646-647

- 2. Explain the role of a citizen in choosing leaders.**

This objective is covered in Scott Foresman Social Studies—*The United States*.

- 3. Illustrate how people are elected to all levels of our government.**

This objective is covered in Scott Foresman Social Studies—*The United States*.

- 4. Analyze historical events involving the extension or denial of political and electoral rights of various citizens or groups of people.**

Related pages: 464-465

**14D** - Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

- 1. Summarize an individual or group's motivation for participating in the shaping of public policy.**

615, 616, 621, 639, 640-641, 642, 643

- 2. Analyze actions taken by governments to improve the lives of people.**

607, 608-609, 610, 612, 616-617, 618, 619, 622, 632, 633

3. **Analyze ways in which the media is used by political parties and interest groups to influence public opinion.**  
450-451 624-625
4. **Explain how political parties and interest groups affect legislation.**  
639
5. **Describe an historical event or period in which political parties influenced public policy.**  
Related pages: 283-284, 467, 473, 584

**14E** - Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

1. **Identify a political tradition or custom that had its origin in another country (e.g., representative government).**  
283-284
2. **Describe the leadership role of the United States in international organizations (e.g., the United Nations, NATO, IMF).**  
536, 560, 570, 583, 615, 633, 639
3. **Explain the costs and benefits of an historical treaty the United States has signed with another nation or international organization.**  
536, 633

**14F** - Students who meet the standard can understand the development of United States political ideas and traditions.

1. **Give examples of events where people have had to fight to win their equality.**  
201, 286, 398, 531, 546, 638
2. **Illustrate conflicts over the rights and freedom of competing individuals or groups (e.g., a novel about two families from the north and south during the Civil War).**  
201, 286, 398, 531, 546, 638
3. **Compare the arguments of competing public interest groups on constitutional rights (e.g., rights of gun owners versus those who advocate greater restrictions on gun ownership).**  
16, 255, 446, 588, 589, 666, 667, 670



**15A** - Students who meet the standard understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services.

- 1. Define productivity.**  
475, 479, 543
- 2. Demonstrate how productivity increases through the use of technology.**  
474, 475, 476, 477, 478, 479
- 3. Demonstrate how education and training improve skills and increase productivity.**  
479, 480
- 4. Explain that in a market economy, producers make the goods and services consumers want.**  
112, 480, 543

**15B** - Students who meet the standard understand that scarcity necessitates choices by consumers.

- 1. Explain that a market exists whenever buyers and sellers exchange goods and services.**  
E4-E5, 95, 112, 269, 475, 480, 494, 631
- 2. Identify examples of people acting as consumers and as producers.**  
E4-E5, 38, 95, 474-475, 478, 479, 480, 494, 631
- 3. Illustrate the law of demand.**  
38, 95, 112, 269, 475, 631
- 4. Explain that prices are determined through the buying and selling decisions made by buyers and sellers.**  
557, 631
- 5. Explain that competition takes place when there are many buyers and sellers of similar products.**  
631
- 6. Identify markets where there is competition among sellers.**  
112

**7. Identify examples of competition among buyers.**

112, 557

**15C** - Students who meet the standard understand that scarcity necessitates choices by producers.

**1. Explain how price is an incentive to buyers and sellers.**

557, 631

**2. Analyze the effect of price changes on buyers and sellers.**

543, 631

**3. Explain that there are incentives other than price that affect people's behavior in the economy.**

E4-E5, 543

**4. Provide examples of positive incentives (rewards) that affect economic behavior.**

543

**5. Provide examples of negative incentives (penalties) that affect economic behavior.**

631

**6. Define the law of supply.**

95, 543, 631

**15D** - Students who meet the standard understand trade as an exchange of goods or services.

**Define imports.**

111, 631, 632

**1. Define exports.**

111, 631, 632

**2. Provide examples of economic specialization.**

631, 669

**3. Identify technologies that exist today that did not exist in the past (e.g., 10 to 20 years ago).**

E6-E7, 68, 557, 668, 669, 670-671

**15E - Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.**

- 1. Describe the differences between income tax, sales tax, and property tax.**  
49, 111, 199, 348, 467, 547
- 2. Identify what people would give up if governments had no power to tax.**  
457
- 3. Identify what goods and services various levels of government provide.**  
49, 111
- 4. Identify to which level of government certain taxes are paid.**  
49, 111, 348, 362

**16A - Students who meet the standard can apply the skills of historical analysis and interpretation.**

- 1. Distinguish between the important and insignificant details contained in an historical source.**  
472-473
- 2. Organize a series of historic maps of a region or place into an historical atlas.**  
H10-H11, H16-H17, H24, 33
- 3. Place a series of events from the past that are listed on a chronology or timeline and categorize them according to political, economic, environmental, or social importance.**  
2-3, 24-25, 70-71, 154-155, 238-239, 314-315, 422-423, 472-473, 512-513, 598-599, R28-R40
- 4. Identify the times when significant events intersected using a series of chronologies organized into political, economic, environmental, and social history.**  
472-473, R28-R40
- 5. Compare two different interpretations of an historical figure.**  
472-473
- 6. Compare the account of an historic person or event in a textbook with an account of the person or event in another secondary source.**  
280-281

7. **Locate on the World Wide Web multiple sources pertaining to a significant historic person or event.**  
H8, 386-387
8. **Compare the value of primary and secondary sources.**  
280-281

**16B** - Students who meet the standard understand the development of significant political events.

1. **Organize a series of political events covering the span of American history, c1500-present, into a periodization chart. (US)**  
H4-H5, H6-H7, H8-H9
2. **Describe both the ideas and actions of significant political figures, events, or processes that affected the formation and development of modern political parties. (US)**  
Related pages: E23, 472
3. **Interpret the actions and consequences of a significant figure in United States political history (e.g., Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, Franklin D. Roosevelt). (US)**  
458, 533, 550, 552, 554, 560, 578, 584, 586, 633, 646, 647
4. **Interpret the causes that led to the development of a particular political organization or institution (e.g., modern political parties, interest groups, Electoral College). (US)**  
472-473, 536, 560, 570, 583, 615, 633, 639
5. **Organize a series of political events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present. (W)**  
H4-H5, H6-H7, H8-H9, R29-R40
6. **Describe major events in the evolution of non-Western political systems throughout world history. (W)**  
327, 351, 357, 361, 362-363, 382-383, 396-398, 401, 402-403, 544, 546, 606-607, 608-609, 610-611, 612, 614-615, 616-617, 618, 619, 620-621, 622-623, 637, 638-639, 640-641, 642, 643, 644-645
7. **Describe the impact that significant individuals or groups in the non-Western world had on political events (e.g., Mao, Indira Gandhi, freedom fighters). (W)**  
52, 289, 352, 376, 481, 489, 495, 501, 522, 531, 546, 577, 607, 609, 611, 615, 616, 618, 619, 621, 637, 639

- 8. Compare/contrast the development of a political system and/or institution in ancient times with that of another political system and/or institution of ancient times (e.g., Greek and Roman government, Greek and Egyptian). (W)**

E2-E3, E4-E5, 242-243, 285, 300-301, 302, 304, 324-325, 331-333, 336, 516-517, 538

**16C** - Students who meet the standard understand the development of economic systems.

- 1. Explain how significant economic events in the past have altered individual choices and influenced United States history. (US)**

529, 543, 544, 551

- 2. Summarize the impact of significant economic events of earlier periods of United States history on contemporary economic structure. (US)**

543-544, 551

- 3. Evaluate how an individual's ideas, inventions, or entrepreneurship (e.g., Thomas Edison, George Washington Carver, Henry Ford) affected the economy then and now. (US)**

475, 478, 479, 480, 481

- 4. Predict how technological advances may affect the United States economic system. (US)**

661, 664-667, 668-669, 670-671

- 5. Analyze how a significant economic event (e.g., industrialization, the Great Depression, and the rise of computer technology) has influenced the development of the United States economic system. (US)**

543-544

- 6. Organize a series of economic events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present. (W)**

H4-H5, H6-H7, H8-H9, R29-R40

- 7. Describe the basic economic changes that led to or resulted from turning points in world economic history after 500 CE (e.g., manorial system, industrial revolution, capitalism, information/communication revolution). (W)**

551, 537, 546, 547, 550-551, 559, 561

8. **Identify the economic aspects of significant cultural exchanges that occurred between peoples in the past (e.g., Columbian exchange, Crusades). (W)**  
407-408, 441
9. **Define capitalism, socialism, and communism as economic systems. (W)**  
480-481, 531, 546, 569, 576-581, 583-586, 613, 621, 640, 641

**16D** - Students who meet the standard understand Illinois, United States, and world social history.

1. **Predict the impact that a controversial figure's ideas on changing social conditions had on contemporary interest groups. (US)**  
660-663, 664-667, 678
2. **Analyze the issues of social status and social role in the past and present. (US)**  
542-543, 544, 551, 598-599, 600-601
3. **Describe the changes in family from one period to another. (US)**  
524-525
4. **Trace the development of a significant social institution over time (e.g., Boy Scouts, Girl Scouts, NAACP). (US)**  
202, 293, 339, 471, 646, 648
5. **Organize a series of social events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present. (W)**  
R29-R40
6. **Describe a turning point in world social history (e.g., religious movements, abolition movement, demographic disasters, migrations). (W)**  
434-435, 436-437, 448-449, 450-451, 471, 476, 480-481, 486-489, 492, 493, 495, 542-543, 544, 545, 546, 547, 551, 552, 557, 559-561, 570, 579-580, 584, 588-589, R29-R40
7. **Compare/contrast the social structure of Western and non-Western cultures today and in the past. (W)**  
434-435, 436-437, 448-449, 450-451, 471, 476, 480-481, 486-489, 492, 493, 495, 542-543, 544, 545, 546, 547, 551, 552, 557, 559-561, 570, 579-580, 584, 588-589, 606-607, 608-609, 610-611, 612, 615-618, 619, 621, 622, 636-641, 642, 643, 645-649, R29-R40

8. Describe the various roles of men, women, and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa). (W)  
12, 17, 19, 20, 38, 87, 89, 125, 126-127, 256, 270, 284-285, 295
9. Describe social changes that resulted from cultural exchange between and among different societies. (W)  
17, 86, 87, 112, 126-127, 278, 295-297

16E - Students who meet the standard understand Illinois, United States, and world environmental history.

1. Organize a series of environmental events covering the span of American history, c1500-present, into a periodization chart. (US)  
R29-R40
2. Describe how the environmental history of a place or region of the United States region has changed over time using a variety of geographic tools, including an historical atlas. (US)  
208-209, 210-211, 212-215, 218-221, 226-227
3. Describe how the people of a specific region of the United States gained control over rivers or other principal physical features of their environment. (US)  
208-209, 210-211, 212-215, 218-221, 224, 226-227
4. Describe how the competition between or among different groups of people for the same land affected the environment. (US)  
211, 225
5. Assess the effects of a significant invention or technological innovation on the physical and cultural environment on a place or region (e.g., plow, automobile, power plants). (US)  
474, 475, 476, 477, 478, 479, 480
6. Organize a series of environmental events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present. (W)  
R29-R40
7. Describe how an aspect of the environmental history of a place or world region has changed or stayed the same using an historical atlas. (W)  
80-81, 87, 88, 89, 218-219, 228-229

8. Describe how the environmental history of one place or world region has changed using a variety of geographic tools. (W)  
88, 228-229
9. Describe how the people of a specific civilization gained control over rivers or other principal physical features. (W)  
77, 79, 80, 81, 228-229
10. Describe how the competition between or among different groups of people for the same land affected the environment. (W)  
228-229
11. Analyze the effects of a significant invention or technological innovation on the physical and cultural environment of one of the world's regions (e.g., invention of the wheel, canals, railroads). (W)  
E8-E9, 433, 434, 435

**17A** - Students who meet the standard can locate, describe and explain places, regions and features on Earth.

1. Demonstrate understanding of the location of various physical and human features in Illinois, the United States, and the world by sketching a map from memory of different features.  
9, 33, 77, 99, 121, 161, 185, 207, 245, 275, 321, 345, 369, 391, 429, 455, 485, 519, 541, 567, 605, 629, 653
2. Interpret aerial photographs or satellite-produced images to locate and identify physical and human features (e.g., mountain ranges, rivers, vegetation regions, cities, dams, reservoirs).  
H11, 61, 98, 104, 120, 129, 160, 187, 197, 208-209, 248, 221, 654, 670
3. Identify, using only a mental map, the countries through which a person would pass as they travel along a straight line route between two major cities (e.g., Paris to Moscow, Cairo to Nairobi).  
567, 605, 629
4. Construct a choropleth map that shows the spatial distribution of the data (e.g., corn production in Illinois).  
H19, 634, 655, 656, 658-659
5. Explain how major countries in the world are connected and interrelate (e.g., trade, political alliances, humanitarian concerns).  
630-631, 632-633, 634-635



- 6. Understand how parallels of latitude can be used to determine north-south direction and distance, and how meridians of longitude can be used to determine east-west direction and distance on a map or globe.**

H13-H14, 194-195

**17B** - Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

- 1. Identify the causes and nature of changes in environmental stress zones (fragile environments) (e.g., the rain forests of Brazil, taiga, north slope of Alaska).**

E8-E9, 228-229, 371

- 2. Describe the physical environment of the students' own region and the physical processes that act on it (e.g., weather, tectonic forces, wave action, freezing and thawing, gravity, soil building processes).**

208-209, 210-211

- 3. Describe ecosystems from local to global scales and the difference between them using photographs and other media as illustrations.**

E8-E9, 187, 196-197

- 4. Explain how and why ecosystems differ from place to place as a consequence of differences in soils, climates, and human and natural disturbances.**

E8-E9, 187, 188, 208-209, 210

**17C** - Students who meet the standard can understand relationships between geographic factors and society.

- 1. Compare the natural hazards that occur in Illinois with those occurring in other states to determine their intensity and effect on people.**

163, 213

- 2. Explain the concentrations of urban settlement centers with high population density using maps of Illinois and the United States.**

Related pages: 654, 655, 656, 657, 658-659

- 3. Evaluate effects of technological change on transportation, communications, and resource use in Illinois, the United States, and the world.**

E6-E7, 668-669, 670-671

- 4. Identify ways that human behavior could be changed to solve specific environmental problems (e.g., outline a plan to reduce litter and stream pollution).**

E6-E7, E8-E9, E19, 228-229, 663, 665

**17D** - Students who meet the standard can understand the historical significance of geography.

- 1. Explain how technological developments have influenced the migration of people to and within the United States over time.**

E6-E7, E19

- 2. Analyze selected historical events to determine how they influenced the migration of people throughout the world.**

12, 14-16, 130, 251, 347, 372, 615, 656

- 3. Hypothesize about relationships between physical features and the occurrence of human activities of a particular place and how these activities changed over the years.**

162-165, 169-173, 175-180, 191-193, 197-201, 211, 213-215, 219-221, 223-227

- 4. Analyze how physical features have both posed barriers and provided avenues to settlement in Illinois and the United States.**

213-215, 219-221, 223-227

**18A** - Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

- 1. Compare and contrast two or more cultures in terms of expressions of those cultures.**

202, 204, 212, 216-217, 218, 222, 230

- 2. Compare a culture with one's own through the use of written, auditory, or visual materials.**

E10-E11, E21, 202, 228-229

- 3. Compare cultural differences/similarities from other parts of the world in terms of their language, literature, and arts.**

E10-E11, 208, 529, 560, 579

**4. Explain how social scientists analyze expressive culture and social discourse.**

579, 584, 637, 638, 639, 640-641, 642, 643, 644-645, 646-647, 648-649

**5. Identify what cultural relativism means.**

637, 638, 639, 640-641, 642, 643

**6. Give an example of ethnocentrism.**

637, 638, 639, 640-641, 642, 643

**7. Describe culture shock.**

Related pages: 637, 638, 639, 640-641, 642, 643

**18B** - Students who meet the standard can understand the roles and interactions of individuals and groups in society.

**1. Compare and contrast the concepts of conformity and deviance.**

545, 546, 547, 549, 559, 577, 578, 588-589, 611, 641

**2. Examine how the media portrays conformity and deviance.**

546-547, 559, 560, 561, 569, 570, 584, 585, 588-589, 641

**3. Identify examples of how an individual internalizes group norms.**

228-229, 577, 579, 588-589

**4. Compare formal and informal means of social control.**

569, 570, 588-589

**5. Analyze the effectiveness of a national or local social institution in addressing a social problem (e.g., DARE, MADD).**

E16, 611, 618

**18C** - Students who meet the standard can understand how social systems form and develop over time.

**1. Define subsistence strategy.**

H16-H22, 144-145, 364-365

**2. Differentiate among pre-industrial, industrial, and postindustrial societies.**

10, 17, 27, 404, 474-477, 478-479, 480, 481

- 3. Describe how the change from hunter-gatherer to settled society affected social roles.**

10, 17, 27, 404, 474-477

- 4. Explain how changes in the mode of production in a society affect educational, governmental, religious, and economic institutions.**

471, 474, 475, 476, 477, 478-479, 480, 481, 660-661, 662-663, 664-665, 666-667, 668-669, 670-671, 678