

# Illinois Learning Standards

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## **Fine Arts**

The *Illinois Learning Standards for Fine Arts* were developed using the National Standards for Arts Education, 1985 State Goals for Fine Arts, various other national and state resources, and local standards contributed by team members.

Throughout time, the arts have been essential to human existence. When people create in sounds, images, gestures and words, they discover ways to shape and share their thoughts and feelings with others. The arts enrich the quality of life. All students deserve access to the arts through creation, performance and study.

Young children "respond to gestures and movement before they react to the spoken word. They understand and explore sound before they learn to speak. They draw pictures before they form letters. They dance and act out stories before they learn to read" (Fowler, 1984). The fine arts—dance, drama, music, and visual arts—are fundamental ways of knowing and thinking. In addition to their intrinsic value, the arts contribute to children's development. Recent research shows that study in music improves test scores in spatial temporal reasoning in young children (Rauscher, 1997).

Works of art are some of the highest achievements of civilization. In school, students learn the language of the arts and how to interpret visual images, sounds, movement and story. Because the arts are both universal and culturally specific, they are a powerful means of increasing international and intercultural awareness. Through the arts, students gain a greater understanding of their own cultural heritage, as well as a sense of the larger world community.

The Illinois Learning Standards in the Fine Arts address the language of the fine arts, sensory elements, organizational principles and expressive qualities and how the arts are similar, different or related to each other. Students also learn about production and performance in the arts and the role of the arts in civilization. When students study the arts they become informed audience members and informed consumers of the popular culture including electronic media. The standards in fine arts define a comprehensive arts education and reflect a commitment to a quality education for every Illinois school child.

### **Applications of Learning**

Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

### **Solving Problems**

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

Problem solving is integral to the arts—providing students the opportunity to innovate and seek original solutions to open-ended problems. Multiple solutions are constructed using various sensory modes, traditional and electronic media and tools, and individual and group experiences. Students learn the relationships between processes and end products; they learn to communicate ideas, themes and meaning through solving problems in their art work.

**Communicating**

Express and interpret information and ideas.

The arts are forms of communication extending beyond reading, writing, listening and speaking. Communicating in the fine arts means learning to translate ideas through dance, drama, music and visual arts. Students also participate in the communication process as receivers—observing, analyzing, evaluating, critiquing and interacting.

**Using Technology**

Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Computers, synthesizers, film and video provide opportunities to create and record sound composition, animated images, montages and other works. These experiences can lead to careers in areas such as music, graphic arts, video and film production, scene design and choreography. Technology (CD-ROM, slides, film, video, laserdisk, on-line services) also can link the classroom with the work of renowned artists and performers.

**Working on Teams**

Learn and contribute productively as individuals and as members of groups.

Individual creativity and inspiration are at the heart of the arts, but so are collaboration and group dynamics. Teamwork activities include planning dramatic scenes, developing choreography, creating group murals and performing music in ensembles. These activities give students experience in communicating ideas, considering the ideas of others and reaching consensus.

**Making Connections**

Recognize and apply connections of important information and ideas within and among learning areas.

Through the arts, students observe how dance, drama, music and visual art reflect history, society and everyday life. They see links between the individual and society in the creation and understanding of works of art. The arts relate to and reinforce other learning areas—for example, dance and the language arts (action relating to words and poetry), drama and social science (theatre conveying history and culture), music and mathematics (note duration expressed in fractions), and visual arts and science (color influencing the thermodynamics).

**STATE GOAL 25: Know the language of the arts.**

**Why This Goal Is Important:** Through observation, discussion, interpretation and analysis, students learn the “language” of the arts. They learn to understand how others express ideas in dance, drama, music and visual art forms. In addition to acquiring knowledge essential to performance and production, students become arts consumers (e.g., attending live performances or movies, purchasing paintings or jewelry, or visiting museums) who understand the basic elements and principles underlying artworks and are able to critique them.

**A. Understand the sensory elements, organizational principles and expressive qualities of the arts.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<p><b>25.A.1a Dance:</b> Identify the elements of personal and shared space, direction in space, quick and slow speed, firm and fine force; the principles of AB choreographic form and sequence; and the expressive qualities of mood and emotion.</p>	<p><b>25.A.2a Dance:</b> Identify and describe the elements of pathways, level, focus, range in space, sustained and percussive qualities of speed; the principles of ABA and round choreographic form, contrast and repetition; and the expressive qualities of mood and emotion.</p>	<p><b>25.A.3a Dance:</b> Describe how elements are combined and contrasted; identify the principles of transition, variety and balance; and the expressive qualities of movement.</p>	<p><b>25.A.4</b> Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.</p>	<p><b>25.A.5</b> Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.</p>
<p><b>25.A.1b Drama:</b> Understand the elements of acting, locomotor and nonlocomotor movement, vocal and nonvocal sound, story making; the principles of plot, character, setting, problem/resolution and message; and the expressive characteristics of simple emotions.</p>	<p><b>25.A.2b Drama:</b> Understand the elements of acting, scripting, speaking, improvising, physical movement, gesture, and picturization (shape, line, and level); the principles of conflict/resolution and theme; and the expressive characteristics of mood and dynamics.</p>	<p><b>25.A.3b Drama:</b> Understand how the elements of acting, directing, playwriting and designing combine with the principles of tension, rhythm, pattern, unity, balance, repetition and idea to communicate.</p>		
<p><b>25.A.1c Music:</b> Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).</p>	<p><b>25.A.2c Music:</b> Identify elements and expressive qualities such as tone color, harmony, melody, form (rondo, theme and variation), rhythm/meter and dynamics in a variety of musical styles.</p>	<p><b>25.A.3c Music:</b> Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando).</p>		

<p><b>25.A.1d Visual Arts:</b> Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.</p>	<p><b>25.A.2d Visual Arts:</b> Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.</p>	<p><b>25.A.3d Visual Arts:</b> Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.</p>		
		<p><b>25.A.3e Visual Arts:</b> Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.</p>		

**B. Understand the similarities, distinctions and connections in and among the arts.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<p><b>25.B.1</b> Identify similarities in and among the arts (e.g., pattern, sequence and mood).</p>	<p><b>25.B.2</b> Understand how elements and principles combine within an art form to express ideas.</p>	<p><b>25.B.3</b> Compare and contrast the elements and principles in two or more art works that share similar themes.</p>	<p><b>25.B.4</b> Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.</p>	<p><b>25.B.5</b> Understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography).</p>

**STATE GOAL 26: Through creating and performing, understand how works of art are produced.**

**Why This Goal Is Important:** Students acquire skills to produce and perform dance, drama, music and visual art. They learn to use media, tools and technologies. They learn to shape ideas and emotions into sounds, images and actions. As students create and perform their own artworks and review the works of others, they become more imaginative, strengthen their problem-solving skills and learn to respond to the creativity of others. Creating and performing are at the core of the fine arts. Students also learn about the role of the artist (e.g., dancer, painter, actor, director, scriptwriter, musician).

**A. Understand processes, traditional tools and modern technologies used in the arts.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<p><b>26.A.1a Dance:</b> Understand that the body is the primary tool of dance and identify secondary tools (e.g., pictures, visual aids, words, props and recordings).</p>	<p><b>26.A.2a Dance:</b> Describe processes (e.g., conditioning, practicing) used to prepare the body as a tool of dance and how visual aids, stories, poetry, props, music and technology are used for performance of dance.</p>	<p><b>26.A.3a Dance:</b> Describe how body actions, types of accompaniment, lighting, costuming and processes (e.g., reordering and refining) influence the expressive qualities of dance.</p>	<p><b>26.A.4a Dance:</b> Analyze how resources, technologies and processes are combined to express meaning in dance and evaluate expressive content, stylistic differences and aspects of production.</p>	<p><b>26.A.5 Common for all four arts:</b> Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.</p>
<p><b>26.A.1b Drama:</b> Understand the tools of body, mind, voice and simple visual/aural media and the processes of planning, practicing and collaborating used to create or perform drama/theatre.</p>	<p><b>26.A.2b Drama:</b> Describe various ways the body, mind and voice are used with acting, scripting and staging processes to create or perform drama/theatre.</p>	<p><b>26.A.3b Drama:</b> Describe the use of the primary tools (body, mind and voice) and the support tools (costumes, scenery, props, lights, make-up, sound) to convey an idea through acting, playwriting and designing a drama or theatre activity.</p>	<p><b>26.A.4b Drama:</b> Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.</p>	
<p><b>26.A.1c Music:</b> Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).</p>	<p><b>26.A.2c Music:</b> Classify musical sound sources into groups (e.g., instrumental families, vocal ranges, solo/ensembles).</p>	<p><b>26.A.3c Music:</b> Describe the processes involved in composing, conducting and performing.</p>	<p><b>26.A.4c Music:</b> Analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing.</p>	
<p><b>26.A.1d Music:</b> Relate symbol systems (e.g., icons, syllables, numbers and letters) to musical sounds.</p>	<p><b>26.A.2d Music:</b> Read and interpret the traditional music notation of note values and letter names.</p>	<p><b>26.A.3d Music:</b> Read and interpret traditional music notation in a varied repertoire.</p>	<p><b>26.A.4d Music:</b> Demonstrate the ability to read written notation for a vocal or instrumental part.</p>	

<b>26.A.1e Visual Arts:</b> Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.	<b>26.A.2e Visual Arts:</b> Describe the relationships among media, tools/technology and processes.	<b>26.A.3e Visual Arts:</b> Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.	<b>26.A.4e Visual Arts:</b> Analyze and evaluate how tools/technologies and processes combine to convey meaning.	
	<b>26.A.2f Visual Arts:</b> Understand the artistic processes of printmaking, weaving, photography and sculpture.			

**B. Apply skills and knowledge necessary to create and perform in one or more of the arts.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>26.B.1a Dance:</b> Perform basic locomotor, non-locomotor movements and traditional dance forms and create simple dance sequences.	<b>26.B.2a Dance:</b> Demonstrate control, coordination, balance, elevation and accuracy in rhythmic response and awareness of choreographic form.	<b>26.B.3a Dance:</b> Demonstrate body alignment; movement from center; awareness of accent, meter and phrasing; and step patterns from different dance styles and forms.	<b>26.B.4a Dance:</b> Create and perform a composition communicating clear and focused ideas based on planning, research and complex problem solving related to specific guidelines.	<b>26.B.5 Common for all four arts:</b> Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.
<b>26.B.1b Drama:</b> Demonstrate individual skills (e.g., vocalizing, listening, moving, observing, concentrating) and group skills (e.g., decision making, planning, practicing, spacing) necessary to create or perform story elements and characterizations.	<b>26.B.2b Drama:</b> Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas.	<b>26.B.3b Drama:</b> Demonstrate storytelling, improvising and memorizing scripted material supported by simple aural and visual effects and personal background knowledge needed to create and perform in drama/theatre.	<b>26.B.4b Drama:</b> Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props).	
<b>26.B.1c Music:</b> Sing or play on classroom instruments a variety of music representing diverse cultures and styles.	<b>26.B.2c Music:</b> Sing or play acoustic or electronic instruments demonstrating technical skill.	<b>26.B.3c Music:</b> Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.	<b>26.B.4c Music:</b> Create and perform music of challenging complexity and length with expression.	
<b>26.B.1d Visual Arts:</b> Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.	<b>26.B.2d Visual Arts:</b> Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.	<b>26.B.3d Visual Arts:</b> Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.	<b>26.B.4d Visual Arts:</b> Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.	

**STATE GOAL 27: Understand the role of the arts in civilizations, past and present.**

**Why This Goal Is Important:** The arts are a record of civilizations, past and present. Artists are influenced by—and influence—the times and places in which they live and work. As students learn through the arts about people and civilizations, they learn about others and themselves. Also, students learn about careers related to this goal (e.g., animator, curator, art historian, sound technician).

**A. Analyze how the arts function in history, society and everyday life.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>27.A.1a</b> Identify the distinctive roles of artists and audiences.	<b>27.A.2a</b> Identify and describe the relationship between the arts and various environments (e.g., home, school, workplace, theatre, gallery).	<b>27.A.3a</b> Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.	<b>27.A.4a</b> Evaluate how consumer trends in the arts affect the types and styles of art products.	<b>27.A.5</b> Analyze how careers in the arts are expanding based on new technologies and societal changes.
<b>27.A.1b</b> Identify how the arts contribute to communication, celebrations, occupations and recreation.	<b>27.A.2b</b> Describe how the arts function in commercial applications (e.g., mass media and product design).	<b>27.A.3b</b> Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.	<b>27.A.4b</b> Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.	

**B. Understand how the arts shape and reflect history, society and everyday life.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>27.B.1</b> Know how images, sounds and movement convey stories about people, places and times.	<b>27.B.2</b> Identify and describe how the arts communicate the similarities and differences among various people, places and times.	<b>27.B.3</b> Know and describe how artists and their works shape culture and increase understanding of societies, past and present.	<b>27.B.4a</b> Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture.	<b>27.B.5</b> Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.
			<b>27.B.4b</b> Understand how the arts change in response to changes in society.	

## **English Language Arts**

The *Illinois Learning Standards for English Language Arts* goals and standards were developed using the 1985 State Goals for Language Arts, various state and national standards drafts, and local education standards contributed by team members. Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens.

English language arts includes reading, writing, speaking, listening and the study of literature. In addition, students must be able to study, retain and use information from many sources. Through the study of the English language arts, students should be able to read fluently, understanding a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They should develop a command of the language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. As students progress, a structured study of literature will allow them to recognize universal themes and to compare styles and ideas across authors and eras.

### **Applications of Learning**

Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

### **Solving Problems**

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

Solving problems demands that students be able to read and listen, comprehend ideas, ask and answer questions, clearly convey their own ideas through written and oral means, and explain their reasoning. Comprehending reading materials and editing and revising writing are in themselves forms of complex problem solving. The ability to locate, acquire and organize information from various sources, print and electronic, is essential to solving problems involving research. In all fields—English language arts, mathematics, science, social studies, and others, the command of language is essential in stating and reasoning through problems and conveying results.

### **Communicating**

Express and interpret information and ideas.

Communication is the essence of English language arts, and communication surrounds us today in many forms. Individuals and groups of people exchange ideas and information—oral and written—at lunch tables, through newspapers and magazines, and through radio, television and on-line computer services. From the simplest, shortest conversations to the most complex technical manuals, language is the basis of all human communication. A strong command of reading, writing, speaking and listening is vital for communicating in the home, school, workplace and beyond.

### **Using Technology**

Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Computers and telecommunications have become basic means for creating messages and relaying information. In offices and homes, people write using word processors. Audio and visual media are used for both creative and practical forms of communication. The use of on-line services is now commonplace among researchers, authors, farmers and auto mechanics. Skilled use of these technologies provides students with necessary opportunities to search and process information, be in touch with experts, prepare documents, and learn and communicate in new, more effective ways.

### **Working on Teams**

Learn and contribute productively as individuals and as members of groups.

In sports, the workplace, family and elsewhere, teamwork requires skill in the use of language. People must speak clearly and listen well as they share ideas, plans, instructions and evaluations. In researching and bringing outside information to a team, individuals must be able to search, select and understand a variety of sources. Documenting progress and reporting results demand the ability to organize information and convey it clearly. Those who can read, write, speak and listen well are valuable contributors in any setting where people are working together to achieve shared goals.

### **Making Connections**

Recognize and apply connections of important information and ideas within and among learning areas.

The parts of English language arts are closely interconnected. Reading and writing provide the means to receive and send written messages. Likewise, listening and speaking enable people to receive and send oral information. Speaking and writing are the creative components, while listening and reading are the receptive components of language through which people access knowledge and demonstrate its applications. Proficiency in these skills clearly supports learning in all academic areas.

## STATE GOAL 1: Read with understanding and fluency.

**Why This Goal Is Important:** Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

### A. Apply word analysis and vocabulary skills to comprehend selections.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<b>1.A.1a</b> Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	<b>1.A.2a</b> Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	<b>1.A.3a</b> Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	<b>1.A.4a</b> Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.	<b>1.A.5a</b> Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.
<b>1.A.1b</b> Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	<b>1.A.2b</b> Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	<b>1.A.3b</b> Analyze the meaning of words and phrases in their context.	<b>1.A.4b</b> Compare the meaning of words and phrases and use analogies to explain the relationships among them.	<b>1.A.5b</b> Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.

### B. Apply reading strategies to improve understanding and fluency.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<b>1.B.1a</b> Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	<b>1.B.2a</b> Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	<b>1.B.3a</b> Preview reading materials, make predictions and relate reading to information from other sources.	<b>1.B.4a</b> Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.	<b>1.B.5a</b> Relate reading to prior knowledge and experience and make connections to related information.
<b>1.B.1b</b> Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	<b>1.B.2b</b> Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	<b>1.B.3b</b> Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	<b>1.B.4b</b> Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	<b>1.B.5b</b> Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.
<b>1.B.1c</b> Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	<b>1.B.2c</b> Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , clarify terminology, seek additional information).	<b>1.B.3c</b> Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , draw comparisons to other readings).	<b>1.B.4c</b> Read age-appropriate material with fluency and accuracy.	<b>1.B.5c</b> Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.
<b>1.B.1d</b> Read age-appropriate material aloud with fluency and accuracy.	<b>1.B.2d</b> Read age-appropriate material aloud with fluency and accuracy.	<b>1.B.3d</b> Read age-appropriate material with fluency and accuracy.		<b>1.B.5d</b> Read age-appropriate material with fluency and accuracy.

**C. Comprehend a broad range of reading materials.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>1.C.1a</b> Use information to form questions and verify predictions.	<b>1.C.2a</b> Use information to form and refine questions and predictions.	<b>1.C.3a</b> Use information to form, explain and support questions and predictions.	<b>1.C.4a</b> Use questions and predictions to guide reading.	<b>1.C.5a</b> Use questions and predictions to guide reading across complex materials.
<b>1.C.1b</b> Identify important themes and topics.	<b>1.C.2b</b> Make and support inferences and form interpretations about main themes and topics.	<b>1.C.3b</b> Interpret and analyze entire narrative text using story elements, point of view and theme.	<b>1.C.4b</b> Explain and justify an interpretation of a text.	<b>1.C.5b</b> Analyze and defend an interpretation of text.
<b>1.C.1c</b> Make comparisons across reading selections.	<b>1.C.2c</b> Compare and contrast the content and organization of selections.	<b>1.C.3c</b> Compare, contrast and evaluate ideas and information from various sources and genres.	<b>1.C.4c</b> Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	<b>1.C.5c</b> Critically evaluate information from multiple sources.
<b>1.C.1d</b> Summarize content of reading material using text organization (e.g., story, sequence).	<b>1.C.2d</b> Summarize and make generalizations from content and relate to purpose of material.	<b>1.C.3d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	<b>1.C.4d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	<b>1.C.5d</b> Summarize and make generalizations from content and relate them to the purpose of the material.
<b>1.C.1e</b> Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	<b>1.C.2e</b> Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	<b>1.C.3e</b> Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	<b>1.C.4e</b> Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	<b>1.C.5e</b> Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).
<b>1.C.1f</b> Use information presented in simple tables, maps and charts to form an interpretation.	<b>1.C.2f</b> Connect information presented in tables, maps and charts to printed or electronic text.	<b>1.C.3f</b> Interpret tables that display textual information and data in visual formats.	<b>1.C.4f</b> Interpret tables, graphs and maps in conjunction with related text.	<b>1.C.5f</b> Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.

**STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.**

**Why This Goal Is Important:** Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

**A. Understand how literary elements and techniques are used to convey meaning.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>2.A.1a</b> Identify the literary elements of theme, setting, plot and character within literary works.	<b>2.A.2a</b> Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.	<b>2.A.3a</b> Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	<b>2.A.4a</b> Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.	<b>2.A.5a</b> Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).
<b>2.A.1b</b> Classify literary works as fiction or nonfiction.	<b>2.A.2b</b> Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.	<b>2.A.3b</b> Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.	<b>2.A.4b</b> Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.	<b>2.A.5b</b> Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.
<b>2.A.1c</b> Describe differences between prose and poetry.	<b>2.A.2c</b> Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).	<b>2.A.3c</b> Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).	<b>2.A.4c</b> Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.	<b>2.A.5c</b> Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.
		<b>2.A.3d</b> Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.	<b>2.A.4d</b> Describe the influence of the author's language structure and word choice to convey the author's viewpoint.	<b>2.A.5d</b> Evaluate the influence of historical context on form, style and point of view for a variety of literary works.

**B. Read and interpret a variety of literary works.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>2.B.1a</b> Respond to literary materials by connecting them to their own experience and communicate those responses to others.	<b>2.B.2a</b> Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.	<b>2.B.3a</b> Respond to literary material from personal, creative and critical points of view.	<b>2.B.4a</b> Critique ideas and impressions generated by oral, visual, written and electronic materials.	<b>2.B.5a</b> Analyze and express an interpretation of a literary work.
<b>2.B.1b</b> Identify common themes in literature from a variety of eras.	<b>2.B.2b</b> Identify and explain themes that have been explored in literature from different societies and eras.	<b>2.B.3b</b> Compare and contrast common literary themes across various societies and eras.	<b>2.B.4b</b> Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.	<b>2.B.5b</b> Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.
<b>2.B.1c</b> Relate character, setting and plot to real-life situations.	<b>2.B.2c</b> Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.	<b>2.B.3c</b> Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.	<b>2.B.4c</b> Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.	

**STATE GOAL 3: Write to communicate for a variety of purposes.**

**Why This Goal Is Important:** The ability to write clearly is essential to any person’s effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today’s world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

**A. Use correct grammar, spelling, punctuation, capitalization and structure.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>3.A.1</b> Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.	<b>3.A.2</b> Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.	<b>3.A.3</b> Write compositions that contain complete sentences and effective paragraphs using English conventions.	<b>3.A.4</b> Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	<b>3.A.5</b> Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.

**B. Compose well-organized and coherent writing for specific purposes and audiences.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>3.B.1a</b> Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).	<b>3.B.2a</b> Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).	<b>3.B.3a</b> Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	<b>3.B.4a</b> Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	<b>3.B.5</b> Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.
<b>3.B.1b</b> Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).	<b>3.B.2b</b> Establish central idea, organization, elaboration and unity in relation to purpose and audience.	<b>3.B.3b</b> Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.	<b>3.B.4b</b> Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.	
	<b>3.B.2c</b> Expand ideas by using modifiers, subordination and standard paragraph organization.		<b>3.B.4c</b> Evaluate written work for its effectiveness and make recommendations for its improvement.	

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
	<b>3.B.2d</b> Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.			

**C. Communicate ideas in writing to accomplish a variety of purposes.**

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<b>3.C.1a</b> Write for a variety of purposes including description, information, explanation, persuasion and narration.	<b>3.C.2a</b> Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).	<b>3.C.3a</b> Compose narrative, informative, and persuasive writings (e.g., <i>in addition to previous writings</i> , literature reviews, instructions, news articles, correspondence) for a specified audience.	<b>3.C.4a</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).	<b>3.C.5a</b> Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.
<b>3.C.1b</b> Create media compositions or productions which convey meaning visually for a variety of purposes.	<b>3.C.2b</b> Produce and format compositions for specified audiences using available technology.	<b>3.C.3b</b> Using available technology, produce compositions and multimedia works for specified audiences.	<b>3.C.4b</b> Using available technology, produce compositions and multimedia works for specified audiences.	<b>3.C.5b</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).

**STATE GOAL 4: Listen and speak effectively in a variety of situations.**

**Why This Goal Is Important:** Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person’s knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students’ repertoires.

**A. Listen effectively in formal and informal situations.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>4.A.1a</b> Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.	<b>4.A.2a</b> Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	<b>4.A.3a</b> Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	<b>4.A.4a</b> Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	<b>4.A.5a</b> Use criteria to evaluate a variety of speakers’ verbal and nonverbal messages.
<b>4.A.1b</b> Ask questions and respond to questions from the teacher and from group members to improve comprehension.	<b>4.A.2b</b> Ask and respond to questions related to oral presentations and messages in small and large group settings.	<b>4.A.3b</b> Compare a speaker’s verbal and nonverbal messages.	<b>4.A.4b</b> Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).	<b>4.A.5b</b> Use techniques for analysis, synthesis, and evaluation of oral messages.
<b>4.A.1c</b> Follow oral instructions accurately.	<b>4.A.2c</b> Restate and carry out a variety of oral instructions.	<b>4.A.3c</b> Restate and carry out multistep oral instructions.	<b>4.A.4c</b> Follow complex oral instructions.	
<b>4.A.1d</b> Use visually oriented and auditorily based media.		<b>4.A.3d</b> Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	<b>4.A.4d</b> Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).	

**B. Speak effectively using language appropriate to the situation and audience.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>4.B.1a</b> Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	<b>4.B.2a</b> Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.	<b>4.B.3a</b> Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	<b>4.B.4a</b> Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.	<b>4.B.5a</b> Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.
<b>4.B.1b</b> Participate in discussions around a common topic.	<b>4.B.2b</b> Use speaking skills and procedures to participate in group discussions.	<b>4.B.3b</b> Design and produce reports and multi-media compositions that represent group projects.	<b>4.B.4b</b> Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.	<b>4.B.5b</b> Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.
	<b>4.B.2c</b> Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).	<b>4.B.3c</b> Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).	<b>4.B.4c</b> Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).	<b>4.B.5c</b> Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).
	<b>4.B.2d</b> Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.	<b>4.B.3d</b> Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.	<b>4.B.4d</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.	<b>4.B.5d</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).

**STATE GOAL 5: Use the language arts to acquire, assess and communicate information.**

**Why This Goal Is Important:** To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

**A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>5.A.1a</b> Identify questions and gather information.	<b>5.A.2a</b> Formulate questions and construct a basic research plan.	<b>5.A.3a</b> Identify appropriate resources to solve problems or answer questions through research.	<b>5.A.4a</b> Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).	<b>5.A.5a</b> Develop a research plan using multiple forms of data.
<b>5.A.1b</b> Locate information using a variety of resources.	<b>5.A.2b</b> Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs).	<b>5.A.3b</b> Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.	<b>5.A.4b</b> Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.	<b>5.A.5b</b> Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues.

**B. Analyze and evaluate information acquired from various sources.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>5.B.1a</b> Select and organize information from various sources for a specific purpose.	<b>5.B.2a</b> Determine the accuracy, currency and reliability of materials from various sources.	<b>5.B.3a</b> Choose and analyze information sources for individual, academic and functional purposes.	<b>5.B.4a</b> Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.	<b>5.B.5a</b> Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.
<b>5.B.1b</b> Cite sources used.	<b>5.B.2b</b> Cite sources used.	<b>5.B.3b</b> Identify, evaluate and cite primary sources.	<b>5.B.4b</b> Use multiple sources and multiple formats; cite according to standard style manuals.	<b>5.B.5b</b> Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.

**C. Apply acquired information, concepts and ideas to communicate in a variety of formats.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>5.C.1a</b> Write letters, reports and stories based on acquired information.	<b>5.C.2a</b> Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.	<b>5.C.3a</b> Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	<b>5.C.4a</b> Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.	<b>5.C.5a</b> Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.
<b>5.C.1b</b> Use print, nonprint, human and technological resources to acquire and use information.	<b>5.C.2b</b> Prepare and deliver oral presentations based on inquiry or research.	<b>5.C.3b</b> Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	<b>5.C.4b</b> Produce oral presentations and written documents using supportive research and incorporating contemporary technology.	<b>5.C.5b</b> Support and defend a thesis statement using various references including media and electronic resources.
		<b>5.C.3c</b> Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	<b>5.C.4c</b> Prepare for and participate in formal debates.	

## **Social Science**

The *Illinois Learning Standards for Social Science* were developed using the 1985 Illinois State Goals for Social Science, the National Standards for World History, the National Standards for United States History, the National Geography Standards, the National Standards for Civics and Government, other various state and national work, and local standards contributed by team members.

The integrated study of the social sciences and humanities promotes civic competence. Within the school program social science provides coordinated, systematic study of such disciplines as anthropology, economics, geography, history, law, political science, and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. The study of social science helps people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The individual disciplines that comprise social science are often taught independently, yet all of these disciplines recognize that they owe much to the others. Students who achieve the standards for social science will have a broad understanding of political and economic systems. They will better understand events, trends, personalities and movements in local, state, national and world history. They will know local, state, national and world geography. They also will grasp how the concepts of social science can help interpret human actions and prepare them for careers and lifelong learning.

### **Applications of Learning**

Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

#### **Solving Problems**

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

In social science, solving problems helps students to recognize that individual decisions and actions have consequences—and these consequences affect the way people, groups and nations associate with each other. Students of social science are asked to analyze information from a variety of sources and to solve problems through a rational process based on goals and criteria.

### **Communicating**

Express and interpret information and ideas.

To gather a range of opinions and determine the best course of action, students must interpret information. To study and draw conclusions about social science issues, students need to read and interpret textual and visual information, be able to listen carefully to others, and be able to organize and explain their own ideas using various media.

**Using Technology**

Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Technology today provides a channel through which students can gather knowledge of the past, search information about today and make hypotheses regarding the future. This technology includes databases, computer programs, on-line services and interactive telecommunications. It allows students to gather and process data from a variety of sources, from archives in the Library of Congress to historical art works from around the world. Students can share ideas and information not only with their classmates, but with a "virtual classroom" of students from across the world—social science in action.

**Working on Teams**

Learn and contribute productively as individuals and as members of groups.

Social science is about people's interactions. Study in this field encourages students to listen carefully to the views of all members of a group and to represent their own points of view appropriately and effectively. The group benefits from the individual knowledge and skills of its members. Each individual—like each part of social science itself—holds an important relationship to the whole.

**Making Connections**

Recognize and apply connections of important information and ideas within and among learning areas.

Social science is a highly integrated set of disciplines. Understanding economics requires knowing mathematics; understanding geography requires knowledge of earth science. Students must grasp that the connections between the parts of social science—and their relations to other academic areas—are the key to better understanding how people interact. Students in social science must know data collection and analysis, library and field research, debate, discussion and decision making—all of which are key elements to successful careers.

**STATE GOAL 14: Understand political systems, with an emphasis on the United States.**

**Why This Goal Is Important:** The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through the study of various forms and levels of government and the documents and institutions of the United States, students will develop the skills and knowledge that they need to be contributing citizens, now and in the future.

**A. Understand and explain basic principles of the United States government.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>14.A.1</b> Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.	<b>14.A.2</b> Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.	<b>14.A.3</b> Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.	<b>14.A.4</b> Analyze how local, state and national governments serve the purposes for which they were created.	<b>4.A.5</b> Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.

**B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>14.B.1</b> Identify the different levels of government as local, state and national.	<b>14.B.2</b> Explain what government does at local, state and national levels.	<b>14.B.3</b> Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.	<b>14.B.4</b> Compare the political systems of the United States to other nations.	<b>14.B.5</b> Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).

**C. Understand election processes and responsibilities of citizens.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>14.C.1</b> Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.	<b>14.C.2</b> Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).	<b>14.C.3</b> Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.	<b>14.C.4</b> Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States.	<b>14.C.5</b> Analyze the consequences of participation and non-participation in the electoral process (e.g., women's suffrage, voter registration, effects of media).

**D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>14.D.1</b> Identify the roles of civic leaders (e.g., elected leaders, public service leaders).	<b>14.D.2</b> Explain ways that individuals and groups influence and shape public policy.	<b>14.D.3</b> Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).	<b>14.D.4</b> Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.	<b>14.D.5</b> Interpret a variety of public policies and issues from the perspectives of different individuals and groups.

**E. Understand United States foreign policy as it relates to other nations and international issues.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>14.E.1</b> Identify relationships that the federal government establishes with other nations.	<b>14.E.2</b> Determine and explain the leadership role of the United States in international settings.	<b>14.E.3</b> Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).	<b>14.E.4</b> Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial).	<b>14.E.5</b> Analyze relationships and tensions among members of the international community.

**F. Understand the development of United States political ideas and traditions.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>14.F.1</b> Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.	<b>14.F.2</b> Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).	<b>14.F.3a</b> Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.	<b>14.F.4a</b> Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).	<b>14.F.5</b> Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).
		<b>14.F.3b</b> Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.	<b>14.F.4b</b> Describe how United States' political ideas, practices and technologies have extended rights for Americans in the 20 <sup>th</sup> century (e.g., suffrage, civil rights, motor-voter registration).	

**STATE GOAL 15: Understand economic systems, with an emphasis on the United States.**

**Why This Goal Is Important:** Why This Goal Is Important: People's lives are directly affected by the economies of cities, states, nations and the world. All people engage in economic activity: buying, selling, trading, producing and consuming. By understanding economic systems—and how economics blends with other social sciences, students will be able to make more informed choices, prudently use resources and function as effective participants in the economies around them.

**A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>15.A.1a</b> Identify advantages and disadvantages of different ways to distribute goods and services.	<b>15.A.2a</b> Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.	<b>15.A.3a</b> Explain how market prices signal producers about what, how and how much to produce.	<b>15.A.4a</b> Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources.	<b>15.A.5a</b> Explain the impact of various determinants of economic growth (e.g., investments in human/physical capital, research and development, technological change) on the economy.
<b>15.A.1b</b> Describe how wages/salaries can be earned in exchange for work.	<b>15.A.2b</b> Describe how incomes reflect choices made about education and careers.	<b>15.A.3b</b> Explain the relationship between productivity and wages.	<b>15.A.4b</b> Describe Gross Domestic Product (GDP).	<b>15.A.5b</b> Analyze the impact of economic growth.
	<b>15.A.2c</b> Describe unemployment.	<b>15.A.3c</b> Describe the relationship between consumer purchases and businesses paying for productive resources.	<b>15.A.4c</b> Analyze the impact of inflation on an individual and the economy as a whole.	<b>15.A.5c</b> Analyze the impact of various determinants on the levels of GDP (e.g., quantity/quality of natural/capital resources, size/skills of the labor force).
		<b>15.A.3d</b> Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).	<b>15.A.4d</b> Explain the effects of unemployment on the economy.	<b>15.A.5d</b> Explain the comparative value of the Consumer Price Index (e.g., goods and services in one year with earlier or later periods).

**B. Understand that scarcity necessitates choices by consumers.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>15.B.1</b> Explain why consumers must make choices.	<b>15.B.2a</b> Identify factors that affect how consumers make their choices.	<b>15.B.3a</b> Describe the “market clearing price” of a good or service.	<b>15.B.4a</b> Explain the costs and benefits of making consumer purchases through differing means (e.g., credit, cash).	<b>15.B.5a</b> Analyze the impact of changes in non-price determinants (e.g., changes in consumer income, changes in tastes and preferences) on consumer demand.
	<b>15.B.2b</b> Explain the relationship between the quantity of goods/services purchased and their price.	<b>15.B.3b</b> Explain the effects of choice and competition on individuals and the economy as a whole.	<b>15.B.4b</b> Analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices.	<b>15.B.5b</b> Analyze how inflation and interest rates affect consumer purchasing power.

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
	<b>15.B.2c</b> Explain that when a choice is made, something else is given up.			<b>15.B.5c</b> Analyze elasticity as it applies to supply and demand and consumer decisions.

**C. Understand that scarcity necessitates choices by producers.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>15.C.1a</b> Describe how human, natural and capital resources are used to produce goods and services.	<b>15.C.2a</b> Describe the relationship between price and quantity supplied of a good or service.	<b>15.C.3</b> Identify and explain the effects of various incentives to produce a good or service.	<b>15.C.4a</b> Analyze the impact of political actions and natural phenomena (e.g., wars, legislation, natural disaster) on producers and production decisions.	<b>15.C.5a</b> Explain how competition is maintained in the United States economy and how the level of competition varies in differing market structures (e.g., monopoly, oligopoly, monopolistic and perfect competition).
<b>15.C.1b</b> Identify limitations in resources that force producers to make choices about what to produce.	<b>15.C.2b</b> Identify and explain examples of competition in the economy.		<b>15.C.4b</b> Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy.	<b>15.C.5b</b> Explain how changes in non-price determinants of supply (e.g., number of producers) affect producer decisions.
	<b>15.C.2c</b> Describe how entrepreneurs take risks in order to produce goods or services.			<b>15.C.5c</b> Explain how government intervention with market prices can cause shortages or surpluses of a good or service (e.g., minimum wage policies, rent freezes, farm subsidies).

**D. Understand trade as an exchange of goods or services.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>15.D.1a</b> Demonstrate the benefits of simple voluntary exchanges.	<b>15.D.2a</b> Explain why people and countries voluntarily exchange goods and services.	<b>15.D.3a</b> Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.	<b>15.D.4a</b> Explain the meaning and importance of "balance of trade" and how trade surpluses and deficits between nations are determined.	<b>15.D.5a</b> Explain how transaction costs affect decisions to produce or consume.

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>15.D.1b</b> Know that barter is a type of exchange and that money makes exchange easier.	<b>15.D.2b</b> Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.	<b>15.D.3b</b> Explain how comparative advantage forms the basis for specialization and trade among nations.	<b>15.D.4b</b> Describe the relationships between the availability and price of a nation's resources and its comparative advantage in relation to other nations.	<b>15.D.5b</b> Analyze why trade barriers and exchange rates affect the flow of goods and services among nations.
		<b>15.D.3c</b> Explain how workers can affect their productivity through training and by using tools, machinery and technology.	<b>15.D.4c</b> Describe the impact of worker productivity (output per worker) on business, the worker and the consumer.	<b>15.D.5c</b> Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing.

**E. Understand the impact of government policies and decisions on production and consumption in the economy.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>15.E.1</b> Identify goods and services provided by government.	<b>15.E.2a</b> Explain how and why public goods and services are provided.	<b>15.E.3a</b> Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).	<b>15.E.4a</b> Explain why government may intervene in a market economy.	<b>15.E.5a</b> Explain how and why government redistributes income in the economy.
	<b>15.E.2b</b> Identify which public goods and services are provided by differing levels of government.	<b>15.E.3b</b> Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.	<b>15.E.4b</b> Describe social and environmental benefits and consequences of production and consumption.	<b>15.E.5b</b> Describe how fiscal, monetary and regulatory policies affect overall levels of employment, output and consumption.
			<b>15.E.4c</b> Analyze the relationship between a country's science/technology policies and its level and balance of trade.	<b>15.E.5c</b> Describe key schools of thought (e.g., classical, Keynesian, monetarist, supply-side) and explain their impact on government policies.

**STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

**Why This Goal Is Important:** George Santayana said "those who cannot remember the past are condemned to repeat it." In a broader sense, students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, actions and interactions have led to today's realities. In the process, they can better define their own roles as participating citizens.

**HISTORICAL ERAS**

**Local, State and United States History (US)**

- Early history in the Americas to 1620
- Colonial history and settlement to 1763
- The American Revolution and early national period to 1820s
- National expansion from 1815 to 1850
- The Civil War and Reconstruction from 1850 to 1877
- Development of the industrial United States from 1865 to 1914
- The emergence of the United States as a world power from 1890 to 1920
- Prosperity, depression, the New Deal and World War II from 1920 to 1945
- Post World War II and the Cold War from 1945 to 1968
- Contemporary United States from 1968 to present

**World History (W)**

- Prehistory to 2000 BCE
- Early civilizations, nonwestern empires, and tropical civilizations
- The rise of pastoral peoples to 1000 BCE
- Classical civilizations from 1000 BCE to 500 CE
- Fragmentation and interaction of civilizations from 500 to 1100 CE
- Centralization of power in different regions from 1000 to 1500 CE
- Early modern world from 1450 to 1800
- Global unrest, change and revolution from 1750 to 1850
- Global encounters and imperialism and their effects from 1850 to 1914
- The twentieth century to 1945
- The contemporary world from 1945 to the present

**A. Apply the skills of historical analysis and interpretation.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>16.A.1a</b> Explain the difference between past, present and future time; place themselves in time.	<b>16.A.2a</b> Read historical stories and determine events which influenced their writing.	<b>16.A.3a</b> Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).	<b>16.A.4a</b> Analyze and report historical events to determine cause-and-effect relationships.	<b>16.A.5a</b> Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).
<b>16.A.1b</b> Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).	<b>16.A.2b</b> Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.	<b>16.A.3b</b> Make inferences about historical events and eras using historical maps and other historical sources.	<b>16.A.4b</b> Compare competing historical interpretations of an event.	<b>16.A.5b</b> Explain the tentative nature of historical interpretations.

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>16.A.1c</b> Describe how people in different times and places viewed the world in different ways.	<b>16.A.2c</b> Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.	<b>16.A.3c</b> Identify the differences between historical fact and interpretation.		

**B. Understand the development of significant political events.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>16.B.1a (US)</b> Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).	<b>16.B.2a (US)</b> Describe how the European colonies in North America developed politically.	<b>16.B.3a (US)</b> Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.	<b>16.B.4 (US)</b> Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative).	<b>16.B.5a (US)</b> Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy).
<b>16.B.1b (US)</b> Explain why individuals, groups, issues and events are celebrated with local, state or national holidays or days of recognition (e.g., Lincoln's Birthday, Martin Luther King's Birthday, Pulaski Day, Fourth of July, Memorial Day, Labor Day, Veterans' Day, Thanksgiving).	<b>16.B.2b (US)</b> Identify major causes of the American Revolution and describe the consequences of the Revolution through the early national period, including the roles of George Washington, Thomas Jefferson and Benjamin Franklin.	<b>16.B.3b (US)</b> Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.		<b>16.B.5b (US)</b> Analyze how United States political history has been influenced by the nation's economic, social and environmental history.
	<b>16.B.2c (US)</b> Identify presidential elections that were pivotal in the formation of modern political parties.	<b>16.B.3c (US)</b> Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.		

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
	<p><b>16.B.2d (US)</b> Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.</p>	<p><b>16.B.3d (US)</b> Describe ways in which the United States developed as a world political power.</p>		
<p><b>16.B.1 (W)</b> Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</p>	<p><b>16.B.2a (W)</b> Describe the historical development of monarchies, oligarchies and city-states in ancient civilizations.</p>	<p><b>16.B.3a (W)</b> Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE.</p>	<p><b>16.B.4a (W)</b> Identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church/state relationships).</p>	<p><b>16.B.5a (W)</b> Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.</p>
	<p><b>16.B.2b (W)</b> Describe the origins of Western political ideas and institutions (e.g. Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment).</p>	<p><b>16.B.3b (W)</b> Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the Tang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.</p>	<p><b>16.B.4b (W)</b> Identify political ideas from the early modern historical era to the present which have had worldwide impact (e.g., nationalism/Sun Yat-Sen, non-violence/Ghandi, independence/Kenyatta).</p>	<p><b>16.B.5b (W)</b> Describe how tensions in the modern world are affected by different political ideologies including democracy and totalitarianism.</p>
		<p><b>16.B.3c (W)</b> Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.</p>		<p><b>16.B.5c (W)</b> Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history.</p>
		<p><b>16.B.3d (W)</b> Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.</p>		

**C. Understand the development of economic systems.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>16.C.1a (US)</b> Describe how Native American people in Illinois engaged in economic activities with other tribes and traders in the region prior to the Black Hawk War.	<b>16.C.2a (US)</b> Describe how slavery and indentured servitude influenced the early economy of the United States.	<b>16.C.3a (US)</b> Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.	<b>16.C.4a (US)</b> Explain how trade patterns developed between the Americas and the rest of the global economy, 1500 - 1840.	<b>16.C.5a (US)</b> Analyze how and why the role of the United States in the world economy has changed since World War II.
<b>16.C.1b (US)</b> Explain how the economy of the students' local community has changed over time.	<b>16.C.2b (US)</b> Explain how individuals, including John Deere, Thomas Edison, Robert McCormack, George Washington Carver and Henry Ford, contributed to economic change through ideas, inventions and entrepreneurship.	<b>16.C.3b (US)</b> Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.	<b>16.C.4b (US)</b> Analyze the impact of westward expansion on the United States economy.	<b>16.C.5b (US)</b> Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history.
	<b>16.C.2c (US)</b> Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.	<b>16.C.3c (US)</b> Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.	<b>16.C.4c (US)</b> Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.	
<b>16.C.1a (W)</b> Identify how people and groups in the past made economic choices (e.g., crops to plant, products to make, products to trade) to survive and improve their lives.	<b>16.C.2a (W)</b> Describe the economic consequences of the first agricultural revolution, 4000 BCE-1000 BCE.	<b>16.C.3a (W)</b> Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.	<b>16.C.4a (W)</b> Describe the growing dominance of American and European capitalism and their institutions after 1500.	<b>16.C.5a (W)</b> Explain how industrial capitalism became the dominant economic model in the world.
<b>16.C.1b (W)</b> Explain how trade among people brought an exchange of ideas, technology and language.	<b>16.C.2b (W)</b> Describe the basic economic systems of the world's great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000 BCE - 500 CE.	<b>16.C.3b (W)</b> Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.	<b>16.C.4b (W)</b> Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.	<b>16.C.5b (W)</b> Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems.

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
	<b>16.C.2c (W)</b> Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of the capitalism and the information/communication revolution.	<b>16.C.3c (W)</b> Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.	<b>16.C.4c (W)</b> Describe the impact of key individuals/ideas from 1500 - present, including Adam Smith, Karl Marx and John Maynard Keynes.	<b>16.C.5c (W)</b> Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history.
			<b>16.C.4d (W)</b> Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism.	

**D. Understand Illinois, United States and world social history.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>16.D.1 (US)</b> Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.	<b>16.D.2a (US)</b> Describe the various individual motives for settling in colonial America.	<b>16.D.3a (US)</b> Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.	<b>16.D.4a (US)</b> Describe the immediate and long-range social impacts of slavery.	<b>16.D.5 (US)</b> Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.
	<b>16.D.2b (US)</b> Describe the ways in which participation in the westward movement affected families and communities.	<b>16.D.3b (US)</b> Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.	<b>16.D.4b (US)</b> Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity).	
	<b>16.D.2c (US)</b> Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage and Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States.			

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>16.D.1 (W)</b> Identify how customs and traditions from around the world influence the local community.	<b>16.D.2 (W)</b> 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).	<b>16.D.3 (W)</b> Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.	<b>16.D.4 (W)</b> Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.	<b>16.D.5 (W)</b> Analyze the relationship between an issue in world social history and the related aspects of political, economic and environmental history.

**E. Understand Illinois, United States and world environmental history.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>16.E.1 (US)</b> Describe how the local environment has changed over time.	<b>16.E.2a (US)</b> Identify environmental factors that drew settlers to the state and region.	<b>16.E.3a (US)</b> Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.	<b>16.E.4a (US)</b> Describe the causes and effects of conservation and environmental movements in the United States, 1900 - present.	<b>16.E.5a (US)</b> Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities.
	<b>16.E.2b (US)</b> Identify individuals and events in the development of the conservation movement including John Muir, Theodore Roosevelt and the creation of the National Park System.	<b>16.E.3b (US)</b> Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.	<b>16.E.4b (US)</b> Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).	<b>16.E.5b (US)</b> Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history.
	<b>16.E.2c (US)</b> Describe environmental factors that influenced the development of transportation and trade in Illinois.	<b>16.E.3c (US)</b> Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.		
<b>16.E.1 (W)</b> Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.	<b>16.E.2a (W)</b> Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments.	<b>16.E.3a (W)</b> Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE.	<b>16.E.4a (W)</b> Describe how cultural encounters among peoples of the world (e.g., Colombian exchange, opening of China and Japan to external trade, building of Suez canal) affected the environment, 1500 - present.	<b>16.E.5a (W)</b> Analyze how technological and scientific developments have affected human productivity, human comfort and the environment.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
	<b>16.E.2b (W)</b> Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.	<b>16.E.3b (W)</b> Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE - 1500 CE.	<b>16.E.4b (W)</b> Describe how migration has altered the world's environment since 1450.	<b>16.E.5b (W)</b> Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.

**STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

**Why This Goal Is Important:** The need for geographic literacy has never been greater or more obvious than in today's tightly interrelated world. Students must understand the world's physical features, how they blend with social systems and how they affect economies, politics and human interaction. Isolated geographic facts are not enough. To grasp geography and its effect on individuals and societies, students must know the broad concepts of spatial patterns, mapping, population and physical systems (land, air, water). The combination of geographic facts and broad concepts provides a deeper understanding of geography and its effects on individuals and societies.

**A. Locate, describe and explain places, regions and features on the Earth.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>17.A.1a</b> Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).	<b>17.A.2a</b> Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards.	<b>17.A.3a</b> Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).	<b>17.A.4a</b> Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).	<b>17.A.5</b> Demonstrate how maps, other geographic instruments and technologies are used to solve spatial problems (e.g., land use, ecological concerns).
<b>17.A.1b</b> Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.	<b>17.A.2b</b> Use maps and other geographic representations and instruments to gather information about people, places and environments.	<b>17.A.3b</b> Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.	<b>17.A.4b</b> Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.	

**B. Analyze and explain characteristics and interactions of the Earth's physical systems.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>17.B.1a</b> Identify components of the Earth's physical systems.	<b>17.B.2a</b> Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement.	<b>17.B.3a</b> Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.	<b>17.B.4a</b> Explain the dynamic interactions within and among the Earth's physical systems including variation, productivity and constructive and destructive processes.	<b>17.B.5</b> Analyze international issues and problems using ecosystems and physical geography concepts.
<b>17.B.1b</b> Describe physical components of ecosystems.	<b>17.B.2b</b> Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra.	<b>17.B.3b</b> Explain how changes in components of an ecosystem affect the system overall.	<b>17.B.4b</b> Analyze trends in world demographics as they relate to physical systems.	

**C. Understand relationships between geographic factors and society.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>17.C.1a</b> Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).	<b>17.C.2a</b> Describe how natural events in the physical environment affect human activities.	<b>17.C.3a</b> Explain how human activity is affected by geographic factors.	<b>17.C.4a</b> Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities.	<b>17.C.5a</b> Compare resource management methods and policies in different regions of the world.
<b>17.C.1b</b> Identify opportunities and constraints of the physical environment.	<b>17.C.2b</b> Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications).	<b>17.C.3b</b> Explain how patterns of resources are used throughout the world.	<b>17.C.4b</b> Analyze growth trends in selected urban areas as they relate to geographic factors.	<b>17.C.5b</b> Describe the impact of human migrations and increased urbanization on ecosystems.
<b>17.C.1c</b> Explain the difference between renewable and nonrenewable resources.	<b>17.C.2c</b> Explain how human activity affects the environment.	<b>17.C.3c</b> Analyze how human processes influence settlement patterns including migration and population growth.	<b>17.C.4c</b> Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban).	<b>17.C.5c</b> Describe geographic factors that affect cooperation and conflict among societies.

**D. Understand the historical significance of geography.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>17.D.1</b> Identify changes in geographic characteristics of a local region (e.g., town, community).	<b>17.D.2a</b> Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.	<b>17.D.3a</b> Explain how and why spatial patterns of settlement change over time.	<b>17.D.4</b> Explain how processes of spatial change have affected human history (e.g., resource development and use, natural disasters).	<b>17.D.5</b> Analyze the historical development of a current issue involving the interaction of people and geographic factors (e.g., mass transportation, changes in agricultural subsidies, flood control).
	<b>17.D.2b</b> Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.	<b>17.D.3b</b> Explain how interactions of geographic factors have shaped present conditions.		

**STATE GOAL 18: Understand social systems, with an emphasis on the United States.**

**Why This Goal Is Important:** A study of social systems has two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and explain how cultural contributions shape societies over time. The second aspect is the interaction among individuals, groups and institutions. Students should know how and why groups and institutions are formed, what roles they play in society, and how individuals and groups interact with and influence institutions.

**A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>18.A.1</b> Identify folklore from different cultures which became part of the heritage of the United States.	<b>18.A.2</b> Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.	<b>18.A.3</b> Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.	<b>18.A.4</b> Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.	<b>18.A.5</b> Compare ways in which social systems are affected by political, environmental, economic and technological changes.

**B. Understand the roles and interactions of individuals and groups in society.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>18.B.1a</b> Compare the roles of individuals in group situations (e.g., student, committee member, employee/employer).	<b>18.B.2a</b> Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).	<b>18.B.3a</b> Analyze how individuals and groups interact with and within institutions (e.g., educational, military).	<b>18.B.4</b> Analyze various forms of institutions (e.g., educational, military, charitable, governmental).	<b>18.B.5</b> Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.
<b>18.B.1b</b> Identify major social institutions in the community.	<b>18.B.2b</b> Describe the ways in which institutions meet the needs of society.	<b>18.B.3b</b> Explain how social institutions contribute to the development and transmission of culture.		

**C. Understand how social systems form and develop over time.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<p><b>18.C.1</b> Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.</p>	<p><b>18.C.2</b> Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.</p>	<p><b>18.C.3a</b> Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).</p>	<p><b>18.C.4a</b> Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).</p>	<p><b>18.C.5</b> Analyze how social scientists' interpretations of societies, cultures and institutions change over time.</p>
		<p><b>18.C.3b</b> Explain how diverse groups have contributed to U.S. social systems over time.</p>	<p><b>18.C.4b</b> Analyze major contemporary cultural exchanges as influenced by worldwide communications.</p>	