

Late High School State Goal 14

State Goal 14: Understand political systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at LH: LH.14.01 Analyze ways in which federalism protects individual rights. (14A)</p>	<p>As a class, discuss how individual rights are protected at the local, state, and national level.</p>	<p>Language Arts: Write an expository essay describing how the rights of groups and individuals have changed since 1900.</p>
<p>LH.14.02 Categorize the similarities and differences among world political systems (e.g., democracy, socialism, communism). (14B)</p>	<p>Create three overlapping circles labeled <i>Democracy</i>, <i>Socialism</i>, and <i>Communism</i>. Where all three circles overlap, list similarities between all three systems of government. Where two circles overlap, list similarities between the two political systems. In the non-overlapping part of each circle, list aspects of each system that differ from the other systems.</p>	<p>Economics: Divide into three groups, one each for Democracy, Socialism, and Communism. In each group, research and discuss the extent to which the political system protects the dignity of work and the rights of workers, including the rights to productive work, to fair wages, and to economic initiative. Then debate as a class which system best upholds these rights.</p>
<p>LH.14.03 Evaluate the consequences of participation and non-participation in the electoral process. (14C)</p>	<p>Write an essay on either the consequences of participation or non-participation in the electoral process. Include historical examples.</p>	<p>Sociology: Research the demographics of the people in the United States today who typically do not vote. Then list predictions about how policies might change if more people voted.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.14.04 Analyze how the media affects voter participation. (14C)</p>	<p>Choose a commercial from a recent or historical political campaign. Write an essay describing the commercial and analyzing its tactics. Compare it to the general tactics that politicians, political parties, and political interest groups use to appeal to voters.</p>	<p>Film: Work in small groups to write a script for a 30-second political campaign commercial for an imaginary candidate. Read, act out, or present each video script to the class. As a class, identify tactics used in each video.</p>
<p>LH.14.05 Evaluate public policies from the perspectives of different political and public interest groups. (14D)</p>	<p>Research a variety of viewpoints on a public policy issue. Then create a two-column chart. In the first column, list five political or public interest groups that have opinions on the issue. In the second column list the opinions of each group.</p>	<p>Science: Divide into groups. Each group should choose a different political group, public interest group, or group of scientists that has an opinion on an environmental issue. Create a poster listing the perspective of the interest group. Illustrate the poster with pictures, symbols, and/or slogans.</p>
<p>LH.14.06 Identify the impact individuals can have on public policies and issues. (14D)</p>	<p>Make a three-minute speech to the class in which you analyze the impact of individuals on national issues.</p>	<p>Language Arts: Research examples of individuals who affected public policies. Write a report based on one of the individuals, explaining how the person affected public policy.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.14.07 Analyze relationships of members of the international community. (14E)</p>	<p>Imagine that you are a staff person to a newly elected member of Congress. Prepare a report explaining the relationships of members of the international community. Include examples from recent world events.</p>	<p>Film: Do library research to outline a video script that portrays a contemporary example of members of the international community working together on an issue. List some of the places and scenes you would shoot and people you would interview.</p>
<p>LH.14.08 Analyze how social changes affect individual rights and freedoms. (14F)</p>	<p>Research people who have worked to protect or expand individual rights. Select one person and write a newspaper article that explains how he or she worked to promote freedom.</p>	<p>Sociology: Work with a partner to research the social forces that led to the Civil Rights movement. Then present your findings to the class.</p>
<p>LH.14.09 Hypothesize about how changing economic forces affect political ideas. (14F)</p>	<p>Identify periods in United States history when the economy led to government changes and changes in citizens' lives.</p>	<p>Theater: As a group, write a skit about the effect of economic changes on ideas such as freedom or equality. Present your skit to the class.</p>
<p>Significant to Develop at LH: LH.14.10 Evaluate how local, state, and national governments work together to promote the common good. (14A)</p>	<p>Look through a newspaper to find articles that include examples of government agencies working for the common good. Share your article with the class.</p>	<p>Art: Select an example of when governments worked together to promote the common good. Create a poster to highlight the example. Write a brief summary to include with your poster.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.14.11 Identify the effects woman’s suffrage had on the electoral process. (14C)</p>	<p>Work with a partner to research how the number of voters changed once women had the right to vote.</p>	<p>Film: Imagine that you are a filmmaker making a documentary film on woman’s suffrage. Create an outline for a script. Include examples of how women affected government policies.</p>
<p>LH.14.12 Analyze how voter registration affects the electoral process. (14C)</p>	<p>Present a speech to the class on the importance of voter registration. Include information about how people can register.</p>	<p>Math: Divide into small groups and divide the 50 states among the groups. Go to the National Archives website (http://www.archives.gov/) and find the 2004 presidential popular vote totals for your states. Then find the total number of registered voters for your state. Calculate the number of registered voters in your state that did not vote.</p>
<p>LH.14.13 Evaluate tensions among members of the international community. (14E)</p>	<p>Identify two nations that have a tense relationship. Analyze and compare the periods of conflict and compromise in the relationship.</p>	<p>Language Arts: Use the internet or library resources to research periods when the United States had a tense relationship with another nation. Write a short report, explaining how the relationship between the United States and that nation changed over time.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.14.14 Identify how changes in technology impact ideas and traditions. (14F)</p>	<p>Make a time line that shows how communication technology has changed over time. Then write one or two paragraphs explaining how the changes in communication have led to more freedoms for people or have helped to encourage equality.</p>	<p>Language Arts: Write a short essay about the technologies that promote equality. Include the role of technology in medicine.</p>
<p>Useful to Work on at LH: LH.14.15 Identify examples of when states have been able to protect and deny rights for certain groups. (14A)</p>	<p>Work with a partner to research recent controversies concerning federal and state jurisdiction on certain rights. Write a summary of your findings.</p>	<p>Language Arts: Work in small groups to find historical examples of when states have protected or denied rights to individuals or groups. Create a chart that includes the historical event in one column and how peoples' rights were affected in the second column.</p>
<p>LH.14.16 Compare the United States government under the Articles of Confederation to contemporary confederated governments and organizations. (14B)</p>	<p>Create a chart to compare strengths and weaknesses of the following governments and organizations: the United States government under the Articles of Confederation, the United Nations, the Organization of American States, Organization of African States, and the European Union.</p>	<p>Technology: Research and analyze the forms of technology used today to assist modern confederations, such as the United Nations and the European Union. Write a report explaining any ways in which technology has either made it easier or more difficult for confederations to operate today than it was for the thirteen states to operate as a confederation in the late 1700s.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.14.17 Compare and contrast the constitutional democracy of the United States with those of similar governments (e.g., United Kingdom, Japan, Australia). (14B)</p>	<p>Create a concept web. In the center, draw a circle and label it <i>Constitutional Democracy</i>. Draw lines out from the center circle to four other circles, labeled <i>United States, United Kingdom, Japan, and Australia</i>. Fill in the circles with key information about how each government is structured.</p>	<p>Philosophy: Research the constitutional democracy of Japan or Australia. Write an essay outlining some of the philosophers and philosophical principles on which that democracy was founded.</p>
<p>LH.14.18 Predict how technology will impact our present electoral process. (14C)</p>	<p>Create a list of possible ways that technology may impact the voting process.</p>	<p>Technology: Technological advances in voting have sometimes had unwelcome consequences. For example, in 1980, television and faster tabulation of votes allowed TV anchors to “call” the election before polls closed in the West, influencing many people not to bother to vote. Hold a debate about whether technology is likely to improve voting or to cause more problems.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.14.19 Analyze the platform of a political candidate or party. (14D)</p>	<p>Construct a three-column table that shows the platform of a political candidate or party. First, list each position on different issues. Next, explain why the candidate or party took that position. In the third column, describe to whom this position might appeal.</p>	<p>Art: Create a political cartoon. The focus of the cartoon should show the perspective of a political leader or party.</p>
<p>LH.14.20 Evaluate the costs and benefits of the United States government in maintaining relationships with international organizations (e.g., the United Nations, NATO). (14E)</p>	<p>Prepare a speech focusing on either the costs or the benefits to the United States government of maintaining relationships with international organizations such as the United Nations and NATO. Then read your speech to the class.</p>	<p>Math: Do library research to make a graph that shows the monetary costs of United States participation in an international organization such as the United Nations or NATO in the last fifty years. Include dues and participation in peacekeeping efforts or other actions.</p>
<p>LH.14.21 Evaluate how changing geographical forces affect individual rights and freedoms. (14F)</p>	<p>Select a state or national park. Work with a partner to research how policies at the park have changed due to human-environment interaction.</p>	<p>Art: Create a poster to illustrate a geographical change that affects how people live. Display your poster and present a short speech to explain your illustration.</p>

Late High School State Goal 15

State Goal 15: Understand economic systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at LH: LH.15.01 Describe why economic growth is important. (15A)</p>	<p>Write a paragraph identifying the main reasons why economic growth is important to the welfare of the United States (to improve the standard of living, to compete in global markets, to provide resources to deal with domestic problems).</p>	<p>Religion: Write a report describing the amount of charitable giving reported to the Internal Revenue Service over the past 10 years. As a class, discuss the importance of providing charity to meet the needs of the poor and vulnerable in times of high as well as low economic growth.</p>
<p>LH.15.02 Identify the factors that contribute to the economic growth of a nation. (15A)</p>	<p>Make a chart identifying the factors that contribute to the economic growth of a nation (investments in human/physical capital, research and development, technological change). Include examples for each factor.</p>	<p>Technology: Use the Internet or library resources to research how improvements in technology contributed to the economic growth of a nation during a specific period in history. Write a report summarizing your findings. Then, share your report with the class.</p>
<p>LH.15.03 Analyze the benefits and costs of economic growth on the economy. (15A)</p>	<p>As a class, make a list of benefits and costs of economic growth on the economy. Then, identify one item that you think is most important to the economic growth of the United States. Write a persuasive essay in support of your choice.</p>	<p>Art: Create a political cartoon or comic strip showing the benefits or costs that economic growth may have on the environment.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.04 Analyze how the quality and quantity of natural resources and capital resources affects the Gross Domestic Product (GDP) of a nation. (15A)</p>	<p>Write a paragraph describing how a nation's GDP is affected by the availability of natural and capital resources. Consider the impact that global interdependence and politics can have on the quantity and quality of natural and capital resources.</p>	<p>Language Arts: Imagine that you have been hired to increase productivity at a local manufacturing plant. Write a persuasive speech advocating increases in both short-term and long-term capital investment. Deliver your speech to your class.</p>
<p>LH.15.05 Analyze how the size and skills of the labor force affect the Gross Domestic Product (GDP) of a nation. (15A)</p>	<p>Find information on labor productivity at the Bureau of labor Statistics website (www.bls.gov). Make a list of ways that the size and the skill level of the labor force affect productivity. Share your findings with the rest of the class.</p>	<p>Technology: The computer has revolutionized the workplace. Like any new technology, the computer has had positive and negative effects. Working in groups, brainstorm a list of positive and negative effects of computer technology on labor productivity.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.06 Use the Consumer Price Index (CPI) to identify periods of inflation and deflation over various periods in United States history. (15A)</p>	<p>Working in pairs, find archived Consumer Price Index (CPI) news releases on the Bureau of Labor Statistics website http://www.bls.gov/cpi/home.htm. Gather data for the CPI over a period of ten years, using the same month for each year. Calculate the percentage of inflation or deflation for each year (the difference between Year 1 and Year 2, divided by the total CPI for Year 1). Identify any years of inflation or deflation.</p>	<p>Math: As a class, find a list of the main items indexed in the CPI and divide the list up among the students in the class. Find out the average cost of an item of each kind and compile a class CPI. On the Internet, find an inflation calculator. Calculate how much each item would have cost twenty-five years ago.</p>
<p>LH.15.07 Describe factors that can shift demand for a product. (15B)</p>	<p>Write sentences that describe the five determinants of demand (consumer tastes and preferences, market size, income, prices of related goods, and consumer expectations).</p>	<p>Business: Working in groups, imagine that you are the manager of a local store that specializes in specific products, such as computer games, sports equipment, or comic books. You are preparing to order inventory for the following year and are trying to predict how demand for your products may change during that time period. Address how each of the five determinants of demand might affect demand for your product in the coming year. Share your predictions with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.08 Analyze how inflation rates affect consumer purchasing power. (15B)</p>	<p>Review information about the decreasing value of the dollar from 1980 to 2005, found in table 705 of the Statistical Abstract of the United States, at the United States Census Bureau’s website (www.census.gov). Use information from the table to write a short paragraph describing how inflation rates affect consumer purchasing power.</p>	<p>Business: Working in pairs, select a local retail business and interview the owner to find out how inflation affects his or her business. Ask questions not only about prices of products sold but also about the retailer’s costs of doing business. Then, summarize your findings in a report describing the impact of inflation on your selected business.</p>
<p>LH.15.09 Analyze how interest rates affect consumer purchasing power. (15B)</p>	<p>Working in pairs, create two flowcharts to show how an increase and a decrease in interest rates will affect a consumer’s decisions to borrow and/or save money.</p>	<p>Psychology: Experts in the field of economic psychology have recently developed the psychology of saving. Work in pairs to research the psychology of saving. Make a list of ideas describing how to use psychology to encourage people to save. Present your ideas to the class. Take a class vote to select the best ideas.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.10 Describe the two types of demand elasticity. (15B)</p>	<p>Make a two-column chart, labeling one column “elastic demand” and the other column “inelastic demand.” Under each heading list three characteristics that define that type of demand. Then, list at least five examples of products with that type of demand. Share your examples with the class.</p>	<p>Business: Imagine that you are a manufacturer of a product. Develop an advertising campaign to convince consumers that your product is a necessity, that it has few readily available substitutes, and that it is worth its cost to consumers.</p>
<p>LH.15.11 Describe the two types of supply elasticity. (15B)</p>	<p>Write a paragraph that describes the characteristics of products with elastic supply and those with inelastic supply. Include at least three examples of products for each type of supply.</p>	<p>Journalism: Use a number of magazines, newspapers, and advertising inserts to find examples of products that have elastic supply and examples of products that have inelastic supply. Share your examples with the class.</p>
<p>LH.15.12 Analyze how supply and demand elasticity affects consumer decisions. (15B)</p>	<p>Make a list of at least three examples of how supply and demand elasticity affects consumer decisions.</p>	<p>Art: Create a comic strip or cartoon that visually depicts how supply and demand elasticity affects consumer decisions. Share your cartoons as a class and discuss how each one depicts the effects of elastic and inelastic supply.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.13 Define perfect competition and monopolistic competition. (15C)</p>	<p>Write definitions of perfect competition and monopolistic competition. Then, write a paragraph that compares and contrasts the two types of markets.</p>	<p>Art: Create a poster with a diagram identifying the four conditions that must exist for a market to be perfectly competitive. (Many buyers and sellers act independently. Sellers offer identical products. Buyers are well informed about products. Sellers can enter or exit the market easily.) Illustrate the poster with photographs from newspapers, magazines, or advertising inserts.</p>
<p>LH.15.14 Define a monopoly and an oligopoly. (15C)</p>	<p>Write definitions of monopoly and oligopoly. Then, write a paragraph that compares and contrasts the two types of markets, listing examples of each. Explain how your examples meet the criteria of each market.</p>	<p>Business: Working in groups, imagine that you work for a company in an oligopoly. Simulate a corporate meeting focusing on the conditions that exist in an oligopoly and devise strategies to compete with other companies in the same market or industry. Write down the decisions of your meeting. Share your group's strategies with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.15 Identify the types of monopolies that exist. (15C)</p>	<p>Write an essay describing the four types of monopolies (natural, geographic, technological, and government) and list market examples for each type of monopoly. Explain whether or not you think one of the four types of monopoly benefits the economy.</p>	<p>Business: Working in groups, use the Internet or library resources to research the history and current marketing strategies of a company that has a monopoly. Summarize your results in a presentation using visual aids or multimedia. Share your presentation with the class. Then, discuss the ways in which companies maintain monopolistic control of their markets.</p>
<p>LH.15.16 Explain how the level of competition varies in different market structures, including perfect competition, monopolistic competition, oligopoly, and pure monopoly. (15C)</p>	<p>Make a list of the characteristics of the following market structures: perfect competition, monopolistic competition, oligopoly, and monopoly. Include characteristics such as: number of firms in each industry, type of product, availability of information, entry in industry, and control over prices. Then, explain how the level of competition varies between each one.</p>	<p>Religion: Lack of competition generally results in higher prices, fewer products, and less choice for consumers. As a class, discuss the effect of monopolistic competition on the dignity of work and the basic rights of workers—the right to productive work, to decent and fair wages, to organize and join unions, to private property, and to economic initiative.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.17 Explain how changes in the non-price determinants of supply affect producer's decisions. (15C)</p>	<p>Make a list identifying the six main determinants of supply (prices of resources, government tools, technology, competition, prices of related goods, and producer expectations). As a class, discuss how non-price determinants affect producer's decisions.</p>	<p>Language Arts: Imagine that you are supplying a new business. Prepare a supply briefing to present to the class. The briefing should consider the following questions: What resources are necessary to run the business? What factors could cause a change in the price or availability of needed resources? What kinds of technology are involved in running the business? How might changing technology affect supply? How does competition affect the market? What kinds of related goods are involved in the business? How might a change in the price of related goods affect the business?</p>
<p>LH.15.18 Explain what happens when governments set price ceilings, such as rent freezes, or price floors, such as minimum wage policies and farm subsidies, on goods or services. (15C)</p>	<p>Write a paragraph explaining why the government might place a price ceiling on apartment rents. Next, write a paragraph explaining why the government might place a price floor on the minimum wage rate. Then, write a paragraph that explains what the probable results are of both the price ceiling and the price floor.</p>	<p>Journalism: Interview a state or local politician who is knowledgeable about the use of price-intervention policies, such as rent control and minimum wage. Prepare a list of questions before your interview. Summarize your interview in an article for the school newspaper.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.19 Explain what happens when governments set rations on a good or service. (15C)</p>	<p>List the three consequences of government rationing programs. For each consequence, write a paragraph that describes it.</p>	<p>History: Use the Internet or library resources to research the steps the United States government took to ration scarce goods during World War II. Present findings to the class.</p>
<p>LH.15.20 Explain what happens when governments manage prices. (15C)</p>	<p>Write a paragraph that describes the advantages and disadvantages of government intervention in the price system.</p>	<p>Language Arts: As a class, discuss the following question: Should the government interfere in the price system through the use of price ceilings, price floors, and rationing programs? Then, write an essay stating why you are for or against government interference.</p>
<p>LH.15.21 Analyze how government intervention in the marketplace affects consumers and producers. (15C)</p>	<p>Use a graphic organizer to show three consequences of government intervention in the marketplace. Include affects on both consumers and producers.</p>	<p>Religion; As a class, discuss whether government intervention in the marketplace is needed to protect the life and dignity of human beings, the common good of society, and/or the dignity of work and rights of workers.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.22 Define transaction costs. (15D)</p>	<p>Write a paragraph that defines transaction costs and describes three kinds of transaction costs: search and information costs, bargaining costs, and policing and enforcement costs.</p>	<p>Technology: Working in pairs, identify a purchase you make frequently, such as buying clothing at a department store. Make a list of the transaction costs for this type of purchase. Then, make a list of the transaction costs of making the same purchase on the Internet. Evaluate which purchasing method has a higher transaction cost.</p>
<p>LH.15.23 Explain how transaction costs affect decisions to produce or consume. (15D)</p>	<p>Write a paragraph describing examples of ways that transaction costs affect decisions to produce or consume a product or service.</p>	<p>Language Arts: Think of a store, restaurant, or other business that you do not go to frequently because the transaction costs are too high. Write a letter to the manager of the business suggesting changes that would make you more willing to spend money at that business.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.24 Analyze why trade barriers affect the flow of goods and services among nations. (15D)</p>	<p>Write a paragraph that describes the major types of trade barriers (tariffs, import quotas, voluntary restrictions, and embargoes). Then, explain how each type of trade barrier affects the price, supply, and demand for goods and services imported and exported among nations.</p>	<p>Economics: Use the Internet or library resources to research one of the nations with which the United States trades. Prepare a report that addresses the following questions: What products does the United States import from this country? What products does the United States export to this country? What social, political, cultural, and economic factors influence trade between the United States and this country? Present your report to the class. Then, as a class discuss the various international trade problems that the United States faces with different nations.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.25 Analyze why exchange rates affect the flow of goods and services among nations. (15D)</p>	<p>List the pros and cons of having a strong United States dollar and of having a weak United States dollar. Describe how various groups, such as exporters and consumers, are affected in each case. Share your answers with the class.</p>	<p>Math: Working in pairs, imagine that you are preparing for a vacation of Europe, Asia, Africa, or South America. Select three countries that you would like to visit in your continent. Next, find out the currency and the current exchange rate for each country. Then, find out the current price of one item that you would like to buy in each country and determine how much that item will cost in United States dollars. Present your findings in a travel itinerary and share it with the class.</p>
<p>LH.15.26 Explain how technology has affected trade in the areas of transportation, communication, finance, and manufacturing. (15D)</p>	<p>Use the Internet or library resources to find out how a technological advancement in transportation, communication, finance, or manufacturing has affected trade. Summarize your findings in a written report. Share your report with the class.</p>	<p>History: Construct a chart listing major changes in transportation, communication, finance, and manufacturing in the eighteenth, nineteenth, twentieth, and twenty-first centuries. Explain how those changes affected trade.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.27 Identify government policies that directly redistribute income and explain why they exist. (15E)</p>	<p>Create a table. In the first column, list five government policies or programs that directly redistribute income. In the second column, list reasons why each policy or program exists.</p>	<p>Film: Working in groups, select one government policy or program that redistributes income. Then, create a public-service announcement describing and promoting this government policy or program. Perform your public-service announcement for the class using props or visual aids.</p>
<p>LH.15.28 Identify government policies that affect the price or amount of goods and services and explain how these policies may indirectly redistribute income. (15E)</p>	<p>Create a table. In the first column, list five government policies or programs that affect the price or amount of a good or service. In the second column, briefly explain how each policy may indirectly redistribute income.</p>	<p>Language Arts: As a class, review the ways that the government redistributes income. Then, discuss the following questions: Should the United States government ensure the same standard of living for all citizens? Then, write a one-page essay stating your response to the question.</p>
<p>LH.15.29 Identify who benefits from and who bears the cost of government policies that redistribute income. (15E)</p>	<p>Use the Internet or library resources to research one government policy that redistributes income. Decide whether or not you believe the policy is fair and just. Write a persuasive essay that summarizes your opinion.</p>	<p>Government: Use the Internet to conduct research on the Social Security Administration. Topics might include: How much money does a retired person receive? How much does the average taxpayer contribute to Social Security? What problems does Social Security face? Prepare a short presentation for the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
LH.15.30 Explain the role that taxes play in fiscal policy. (15E)	Write a paragraph that explains the importance of taxes to fiscal policy.	Religion: Use the Internet or library resources to research more about the federal tax exemption for religious organizations. In a persuasive essay argue why this tax-exempt status is important to both government and religious groups.

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.31 Describe the kinds of tax rates that governments set. (15E)</p>	<p>Write a report describing how the three basic tax rates (proportional, progressive, and regressive) work. Explain which tax rate seems the most fair and which one seems the least fair, considering people’s income levels.</p>	<p>Math: Imagine that your family has an income of \$130,000 a year. Estimate your taxes using a proportional rate of 8 percent and using the progressive tax rate formula. To further your understanding of regressive tax rates, estimate what percentage of your income you would spend when buying a washing machine that costs \$375 and is taxed at a rate of 7.5 percent. Next, estimate your proportional and progressive taxes on a family income of \$54,000 and estimate the percentage of your income spent for a \$375 washing machine taxed at 7.5 percent. Then, estimate your proportional and progressive taxes on a family income of \$19,000 and estimate the percentage of your income required to buy a \$375 washing machine taxed at 7.5 percent. Record your calculations on paper. Indicate which types of taxes have the heaviest impact on people with lower incomes and which types of taxes have the heaviest impact on people with higher incomes.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.32 Describe the most profitable taxes. (15E)</p>	<p>As a class, discuss how the five most profitable sources of government revenue (individual income taxes, corporate income taxes, Social Security taxes, property taxes, and sales taxes) are levied. Then, prepare a graph comparing the different sources of revenue. List on either the horizontal or vertical axis the different taxes. Then, list on the other axis the following: the kind of tax (proportional, progressive, or regressive), and the approximate percentage of state or federal revenue that that tax provides. On the graph, indicate which kind of tax provides the highest revenue for the state or federal governments and which provides the lowest revenue.</p>	<p>History: Use the Internet or library resources to research the history of Social Security, its original purpose, changes in collections and payments, and problems with the system. Some economists predict that the program’s funds will run out before today’s younger workers retire. Search the Social Security Administration’s website to see how the agency addresses this issue. Do you believe that Social Security benefits will be available for you? Write an editorial that voices your opinion.</p>
<p>LH.15.33 Describe the theory of supply-side economics. (15E)</p>	<p>Create a flowchart that outlines government fiscal policy based on demand-side economics.</p>	<p>History: Use the Internet or library resources to research the history of supply-side economics. Summarize your findings in a report that includes charts and/or graphs. Share your report with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.34 Describe the theory of demand-side economics. (15E)</p>	<p>Create a flowchart that outlines government fiscal policy based on demand-side economics.</p>	<p>History: Use the Internet or library resources to research the history of demand-side economics. Summarize your findings in a report that includes charts and/or graphs. Share your report with the class.</p>
<p>LH.15.35 Explain how the theories of supply-side economics and demand-side economics differ. (15E)</p>	<p>Write an essay that compares and contrasts the basic assumptions and limitations of the theories of supply-side economics and demand-side economics.</p>	<p>Art: Create a collage comparing and contrasting the economic policies of Franklin Roosevelt's and Ronald Reagan's administrations.</p>
<p>LH.15.36 Identify the chief tools of fiscal policy. (15E)</p>	<p>Create a chart that compares and contrasts the chief tools of fiscal policy (taxation, tax incentives, government spending, public transfer programs, and progressive income taxes). In the chart, explain how each tool is used, what it is used to accomplish, and which level of government (local, state, or national) tends to use it the most.</p>	<p>Journalism: Interview a local member of Congress, an assistant to a member of Congress, or an economics professor on the topic of fiscal policy strategy. You may wish to focus your interview on different economic schools of thought, on the different tools used to enact fiscal policy, or on the limitations of fiscal policy. Prepare questions before your interview. Write a summary of the interview after it is completed.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.37 Describe the factors that limit the success of fiscal policy. (15E)</p>	<p>Make a list of the challenges that the government faces when trying to enact fiscal policy. Then, suggest how each of these challenges can slow or prevent the application of fiscal policy.</p>	<p>Government: Imagine that a gas shortage is occurring and the federal government has proposed a 25 percent sales tax on gasoline to discourage consumption of gas. Working in small groups, answer the following questions: Why might the application of this proposed tax be delayed? What types of political pressures might be exerted to prevent the tax from being enacted? How can economists predict the ways in which people might respond to the increased tax? Which level of the government (local, state, or national) will be responsible for monitoring each of the nation’s gas stations to ensure that they are including the new tax in the cost of the gas that they sell?</p>
<p>LH.15.38 Explain how fiscal policy decisions affect the economy. (15E)</p>	<p>Write an essay that describes the impact of fiscal policy decisions on the economy. Include descriptions of both restrictive fiscal policy and expansionary fiscal policy in your essay.</p>	<p>History: Use the Internet and library resources to research three historical examples of fiscal policies. Analyze whether these policies were adopted to influence employment, output, consumption, or all three. Summarize your findings in a written report.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.39 Explain how the Federal Reserve makes monetary policy. (15E)</p>	<p>Write a report describing the six components of the Federal Reserve’s monetary policy (open market operations, the discount rate, the reserve requirement, margin requirements, credit regulation, and moral suasion). Then, explain how the Federal Reserve puts monetary policy to work.</p>	<p>Legal Studies: Working in pairs, imagine that you are members of the Federal Reserve Board of Governors. Looking at the United States economy today, write a proposal for implementing monetary policy in the near future. Explain your goals and the tools that you can use to implement them. Share your proposal with the class.</p>
<p>LH.15.40 Describe the challenges associated with determining monetary policy. (15E)</p>	<p>Make a list of the five major challenges of carrying out monetary policy. Write a paragraph explaining each of the challenges.</p>	<p>Art: As a class, review and explain the five major challenges facing the Federal Reserve. Scan the newspaper for one week and collect articles that illustrate one or more of the five challenges. You may wish to use the Internet to collect these articles. Share synopses of the articles with your class. Then, choose one of the challenges and draw a political cartoon that exemplifies it.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.41 Explain how monetary policies affect money supply and/or interest rates. (15E)</p>	<p>Explain how the Federal Reserve regulates the money supply.</p>	<p>History: Use the Internet or library resources to research the history of the interest rate since 1980. Create a chart that shows the changing interest rate and depicts the economic and political conditions, factors, and reasons for the changing interest rate. Share your chart with the class.</p>
<p>LH.15.42 Analyze how changes in the money supply can affect employment, output, and consumption. (15E)</p>	<p>Create a two-column chart that describes the effects of monetary policy on the economy. In the left column, list entries for the following actions by the federal reserve: lowers discount rate, raises discount rate, buys government securities, sells government securities, lowers the reserve requirements, raises the reserve requirement percentage. In the right column, list the effect on the economy of each action.</p>	<p>Business: Review current economic conditions across the nation, using the Federal Reserve Board's Summary of Commentary on Current Economic Conditions, commonly known as the Beige Book. As a class, discuss how current monetary policy might improve those conditions.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.43 Explain why government regulations are applied to businesses. (15E)</p>	<p>Write a report that explains the four main purposes of regulating businesses (preventing abuses, protecting consumers, limiting negative externalities, and promoting competition). Include examples of each purpose.</p>	<p>History: Working in pairs, use the Internet or library resources to research one of the federal regulatory agencies. Create a chart depicting the history of the agency, how it has developed and changed over time, its current functions and goals, the groups it supports, who currently heads it, how many government workers it employs, and how much government funding it receives. Share your findings with the class and display your chart in your classroom.</p>
<p>LH.15.44 Describe how government regulations affect employment, output, and consumption. (15E)</p>	<p>Make a two-column chart that describes how government regulations affect all aspects of production, distribution, and consumption (such as prices, services, profits, and productivity). Use the chart to describe the effects of these regulations.</p>	<p>Government: As a class, consider the effect that government regulations have on the free-enterprise system. Compare and contrast the advantages and disadvantages of government regulations on the free-enterprise system. Discuss which people or groups favor stronger regulations and which groups favor weaker regulations.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.45 Describe the classical theory of economics. (15E)</p>	<p>Write a paragraph describing the main concepts and principals of the classical theory of economics.</p>	<p>Art: Draw an editorial cartoon that illustrates the role of government in the economic theories proposed by Adam Smith.</p>
<p>LH.15.46 Describe the impact of classical economics on government policies. (15E)</p>	<p>Use the Internet or library resources to research Adam Smith’s theories as they apply to government policy. Write an essay comparing Smith’s laissez-faire approach to economics to previous theories of mercantilism.</p>	<p>Language Arts: Imagine that Adam Smith is running for president of the United States and that you are his speechwriter. Write a speech justifying Smith’s laissez-faire approach to economics. Use the Internet or library resources to research Smith’s theories and apply them to current economic trends. Make your speech persuasive and contemporary. Address the importance and impact of Smith on the free-enterprise system of the United States. Present your speech to the class.</p>
<p>Significant to Develop at LH: LH.15.47 Describe what causes inflation. (15A)</p>	<p>Write a report that describes the different causes of demand-pull inflation and cost-push inflation. Explain how price expectations can influence inflation, too.</p>	<p>Business: Working in pairs, imagine a business scenario that demonstrates cost-push inflation and demand-pull inflation in action. Describe these scenarios in short paragraphs, and share the scenarios with the rest of the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.48 Identify the main two price indexes that economists use to measure inflation. (15A)</p>	<p>Write a paragraph that explains the Consumer Price Index (CPI) and the Producer Price Index (PPI) and what the two indexes measure. Then, make a table that compares and contrasts the two indexes.</p>	<p>Geography: Create a map that shows inflation rates around the world. Use colored shading to represent countries with similar consumer price indices.</p>
<p>LH.15.49 Explain how substitute goods differ from complementary goods. (15B)</p>	<p>Write a paragraph that describes the difference between a substitute good and a complementary good. Give an example of each kind of good for these products: ice cream, baseball game tickets, pencils.</p>	<p>Technology: Use the Internet or library resources to research the scientific development of a substitute product, such as synthetic rubber or polyester. Write a report describing how the substitute product was developed and how its development affected demand for the original product in the United States and the world.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.50 Explain how sellers differentiate their products under monopolistic competition. (15C)</p>	<p>Write a paragraph describing how sellers differentiate between their products and those of their competitors through non-price competition, such as advertising and promoting brand names.</p>	<p>Business: Working in groups, select a market or an industry that is in monopolistic competition. Use the Internet or library resources to research the most common ways that the companies in this market differentiate their products. Find out who the largest sellers are in the market, which brand names are best known, and which companies dominate specific segments of the market. Prepare a presentation that describes product differentiation in the market. Present your findings to the class.</p>
<p>LH.15.51 Describe the factors that affect prices in monopolies and oligopolies. (15C)</p>	<p>Create a diagram identifying the factors that affect prices in monopolies (consumer demand, potential competition, government regulation) and oligopolies (nonprice competition, interdependent pricing, collusion, cartels).</p>	<p>Business: As a class, make a list of 10 to 15 products that are sold by one company, such as Proctor & Gamble or General Mills. Next, determine which of the products compete on a price basis and which compete on a non-price basis. Then, evaluate the impact of advertising and price leadership on the sale of these products.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.52 Analyze the effects of competition on the price, quality, and quantity of a product. (15C)</p>	<p>Think of a product or service produced by a business where you live. Write a paragraph describing what would happen if a new business started offering the same product or service. Include how competition would affect the price, quality, and quantity of the product or service.</p>	<p>Technology: Use the Internet or library resources to research the various businesses that provide consumers' access to the Internet (Internet service providers, cable companies, phone companies). Then write a report comparing the price, quality, and choices offered by each type of business.</p>
<p>LH.15.53 Explain how United States consumers and producers are affected when imports are restricted by trade barriers. (15D)</p>	<p>Divide into groups representing one of the following: consumers, producers, labor unions, exporters, importers, owners of domestic business, and owners of multinational corporation. Each group should examine how trade barriers affect them, and formulate arguments in favor or against different types of protectionist legislation. Write a summary of your group's arguments in favor or against certain trade barriers.</p>	<p>Art: As a class, debate the benefits and costs of free trade and protectionism. Then, work in pairs to create an advertising slogan in favor of free trade or protectionism. Create a poster using your slogan in support or opposition of trade barriers. Present your poster to the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.54 Explain why exchange rates are necessary. (15D)</p>	<p>As a class, discuss why exchange rates are necessary to participate in international trade. Then write a description of two methods by which foreign exchange rates are expressed in the United States.</p>	<p>Math: Calculate the current exchange rates of at least ten different countries, using two methods employed in the United States.</p>
<p>LH.15.55 Explain how the government promotes the well-being of individuals. (15E)</p>	<p>Create three circle graphs that show how the federal, state, and local governments spend their budgets. Use percentages to indicate how much is spent on categories such as defense, Social Security, health care, and education.</p>	<p>History: Use the Internet or library resources to research the growth of spending by the United States government during the past 100 years. Write a report summarizing the periods during which government spending increased the most (such as during wars such as World War II). As a class, discuss how and why government spending has increased over time.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.56 Explain the purposes and characteristics of the Federal Reserve system. (15E)</p>	<p>Write a paragraph describing the three main purposes of the Federal Reserve system (to supervise member banks, to hold cash reserves, to move money into and out of circulation). Consider several features that distinguish the Federal Reserve system from central banks in other nations (lack of a single central bank, ownership and control by member banks, and optional membership in the Federal Reserve system for some banks).</p>	<p>Journalism: Working in groups, create a newscast, set in 1913, to announce the creation of the Federal Reserve system. Report the causes leading up to its creation. Include mock interviews with citizens for their reaction to its creation. Present your newscast to the class.</p>
<p>LH.15.57 Show the organization of the Federal Reserve system. (15E)</p>	<p>Create an organizational flowchart that outlines the organization of the Federal Reserve system at the national, district, and local levels. Then, write a paragraph explaining why the Federal Reserve system is organized on a national and district level.</p>	<p>Geography: Research the locations of the 25 branch offices of the Federal Reserve banks around the nation. Create a map of the 12 Federal Reserve districts that includes these branch offices. Include a map key distinguishing branch offices from Federal Reserve district banks.</p>
<p>LH.15.58 Describe ways the Fed serves the federal government. (15E)</p>	<p>Write a paragraph describing how the Federal Reserve and the Treasury Department work together to meet the federal government's financial needs.</p>	<p>Music: Working in groups, develop an advertising jingle that promotes one or more of the services the Federal Reserve provides for government.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.15.59 Explain how economists measure the United States money supply. (15E)</p>	<p>Write an essay that compares and contrasts the three different measurements of the United States money supply (M1, M2, and M3). Explain which funds are included in each measurement.</p>	<p>Math: Find M1, M2, and M3 statistics on the Federal Reserve Board's website (www.federalreserve.gov). Use the statistics to create a line graph showing the growth of the money supply since 1980.</p>
<p>LH.15.60 Explain why the Federal Reserve relies on either an easy-money policy or a tight-money policy. (15E)</p>	<p>Write a paragraph explaining the goals of the Federal Reserve's easy-money policy and tight-money policy. Then, create a chart that compares and contrasts easy-money policies and tight-money policies. Include comparisons of the policies' goals, how the policies are implemented, and at what point in the business cycle each policy is most useful.</p>	<p>History: Research the tight-money policies of Alan Greenspan, who served as chairman of the Federal Reserve's Board of governor's from 1987 to 2006. Share your findings with the class.</p>
<p>Useful to Work on at LH: LH.15.61 Describe services the Federal Reserve provides to banks. (15E)</p>	<p>Create a graphic organizer that displays the services the Federal Reserve provides for banks (clearing checks and making loans).</p>	<p>Technology: Use the Internet or library resources to research the Automated Clearing House (ACH) service that is used to handle monetary transactions that are made electronically. Write a report describing how the Federal Reserve uses the ACH.</p>

Late High School State Goal 16

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at LH: LH.16.01 Collect and analyze data to examine historical events and contemporary society. (16A)</p>	<p>Choose a historical event. Do library research to find several sources of information about the event. Identify the opinions, facts, and issues discussed in each source. Then determine the validity and bias of each source. Finally, place each source in its historical context, and draw conclusions based upon the information they provide.</p>	<p>Technology: Choose a contemporary issue in which you have interest. Use the Internet or library resources to research the issue, using the steps described. In small groups, prepare an outline of a website describing the issue. Use your research to outline the issue. If you are able, create a mock website which uses your information.</p>
<p>LH.16.02 Make inferences to evaluate and understand historical and contemporary events. (16A)</p>	<p>Create a two-column chart. Label one column of the chart <i>Inside the Text</i>, and the other column <i>Outside Knowledge</i>. Complete the first column by reading a section of your textbook and paying attention to details in the reading. Use your outside knowledge to complete the second column. Use the information in each column to make inferences about the reading.</p>	<p>Geography: Choose three settlement groups to what is now the United States. Using your textbook, write down notes about where those groups chose to settle when they first arrived. Compose another page of notes using any outside knowledge you may have about those groups. Use your textbook and your outside knowledge to make inferences about how geography affected those settlement groups.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.03 Assess how contemporary political positions are influenced by different ideologies and viewpoints. (US) (16B)</p>	<p>Conduct research on a United States political figure. Find out the ideology and viewpoints that shape his or her political beliefs. Then write one or two paragraphs summarizing how these factors influence his or her beliefs about the function of government, the government’s role in regulating the economy, or another important political issue.</p>	<p>Language Arts: Go to the Internet and search for a website with an archive of political campaign advertisements (see for example: http://www.c-span.org/vote2004/campads.asp). Choose a political advertisement and write a brief analysis identifying any political ideologies in the advertisement. Identify the ideology and the group to which the ad is trying to appeal. Explain why the ad would appeal to that group.</p>
<p>LH.16.04 Illustrate how politics in the United States has been influenced by economic, social, and environmental factors throughout its history. (US) (16B)</p>	<p>Working in small groups, discuss and list how economic, social, and environmental changes have influenced politics in the United States during the past 50 years. Then create a poster illustrating some of the key changes you have listed. Find a way to creatively show cause-and-effect relationships in your poster. Display your poster, and explain it to the class.</p>	<p>Science: Work in small groups to discuss current environmental concerns of the United States, such as limited resources, climate changes, and extreme weather. Put together a brief panel discussion about how these environmental concerns might influence American politics within the next 25 years. Present your panel discussion to the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.05 Explain how and why government policies and organizations, such as the Truman Doctrine, the Marshall Plan, the General Agreement on Tariffs (GATT), and the Alliance for Progress, changed the role of the United States in the global economy after World War II. (US) (16C)</p>	<p>Write an essay that describes the purpose of the Truman Doctrine, the Marshall Plan, the General Agreement on Tariffs (GATT), and the Alliance for Progress, their results, how they affected the relationships between the United States and other countries, and how they changed the role of the United States in the global economy following World War II.</p>	<p>History: As a class, discuss the economic problems that Europe faced after World War II, including why the United States feared that economic problems would make European countries more vulnerable to communism, how the Marshall Plan was supposed to contain communism, how much money the United States gave through the Marshall Plan, and how much more money the United States would have given if the Soviet Union or Eastern European countries had accepted its offer. Then write an essay stating what you believe would have happened if Stalin had accepted the offer of aid. Support your opinion with reasons and examples. Share your essay with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.06 Explain how the Industrial Revolution transformed the ways goods were produced in Europe and the United States. (US) (16C)</p>	<p>Make a chart that summarizes the key inventions and improvements of the Industrial Revolution and the effect of each one on manufacturing. Then write two or three sentences explaining how the concept of supply and demand applied to some aspects of the Industrial Revolution.</p>	<p>Journalism: As a class, discuss the beginnings of the Industrial Revolution. Make a list of key points related to the Industrial Revolution. Write four newspaper headlines based on the points. Select one of the points and write an article to go with it. Share your article with the class. Report with the class.</p>
<p>LH.16.07 Describe how new forms of transportation improved business, travel, and communication in the United States. (US) (16C)</p>	<p>Use a cause-and-effect chart to list the factors that led to new forms of transportation and identify what those new forms were. Then, using the information in the chart, write a paragraph that describes how the transportation revolution affected the economy of the United States.</p>	<p>Business: Use the Internet or library resources to research the Baltimore and Ohio Railroad, which was the first steam-operated railway in the United States to provide both freight and passenger service. Working in pairs, research the formation of the company, the history of the company's growth, and the leaders of the company. Summarize your findings in a report, including information about how the Baltimore and Ohio Railroad affected the economy of the United States.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.08 Describe how new inventions, such as the telegraph, the steel plow, the mechanical reaper, and the sewing machine, changed daily life and work in the United States. (US) (16C)</p>	<p>Write an essay describing which nineteenth-century invention you think had the greatest effect on the daily lives of Americans, either at home or at work. Support your opinion with reasons and examples.</p>	<p>Journalism: Imagine that you are writing for an magazine in the 1800s called <i>New Technology Today</i>. Use the Internet or library resources to research a new invention, such as the telegraph, the steel plow, the mechanical reaper, or the sewing machine, and write an article describing how the invention has improved life for people at home and at work. Share your article with the class.</p>
<p>LH.16.09 Assess how the gold standard affected the United States. (US) (16C)</p>	<p>Write a paragraph that describes the Gold Standard Act of 1900, how it contributed to the development of the United States monetary and banking system, and its effect on the economy of the United States.</p>	<p>Economics: As a class, discuss the problems that existed in the United States banking system in the early 1900s and how the government tried to resolve these problems. Summarize your class discussion in an essay stating whether or not you think the government was successful.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.10 Explain how entrepreneurs contributed to the growth of big business in the United States during the late 1800s. (US) (16C)</p>	<p>Write an essay explaining how entrepreneurs, such as Andrew Carnegie and John D. Rockefeller, helped the growth of big business in the United States at the end of the nineteenth century. Explain how this growth affected the social and political climate of the United States.</p>	<p>Language Arts: Use the Internet or library resources to research a person who contributed to the growth of industries in the United States, such as Andrew Carnegie, John. D. Rockefeller, or Leland Stanford. Summarize your findings in a written report that explains how and why that person was important to the economic history of the United States.</p>
<p>LH.16.11 Describe the economic issues of the late nineteenth and early twentieth centuries that led to the creation of the Federal Reserve. (US) (16C)</p>	<p>Write an essay that describes the economic problems in the early 1900s that led to the creation of the Federal Reserve, including what function the Federal Reserve serves. Then describe the successes and failures of the Federal Reserve.</p>	<p>Economics: As a class, discuss the two causes of the Panic of 1907 and identify their effects on the United States economy. Then, write three headlines that convey the causes and effects of the Panic of 1907. Share your headlines with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.12 Describe the economic issues that led to weaknesses in the United States economy in the 1920s. (US) (16C)</p>	<p>Make a two-column chart listing the economic indicators that the economy was prospering in the 1920s and of the warning signs showing that there were problems with the economy.</p>	<p>Business: As a class, discuss how advertising changed the American marketplace during the 1920s. Discuss how the public was both hurt and helped by advertisements. Then write a letter to the editor of your local newspaper arguing for or against the use of credit for the purchase of desired goods, such as cars and appliances.</p>
<p>LH.16.13 Identify the main causes of the Great Depression and the steps taken by the Federal Reserve and the government to fix the economic crisis. (US) (16C)</p>	<p>Write an essay in which you describe the main causes and effects of the Great Depression, including examples of how the Federal Reserve, President Herbert Hoover, and President Franklin D. Roosevelt tried to help end the depression.</p>	<p>History: Use the Internet or library resources to research the major reforms and regulations that the government passed between 1930 and the present to improve the banking system. Create a time line to summarize your findings, describing each entry with one to two sentences.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.14 Assess how minimum wage legislation affected the United States. (US) (16C)</p>	<p>Make an annotated time line showing important twentieth-century minimum wage legislation. Begin your time line with the passage of the Fair Labor Standards Act in 1938 and end your time line in the present. For each piece of legislation, include an explanation of how its passage affected the United States. Share your time line with the class.</p>	<p>Economics: Use the Internet or library resources to research the minimum wage or average wages in other countries, as well as the standard of living and level of economic development in those countries. Compare this information to similar information in the United States. Then summarize your findings in a chart or graph. Share your chart or graph with the class.</p>
<p>LH.16.015 Describe how an expanding economy led to new ways of life for many Americans in the 1950s. (US) (16C)</p>	<p>Write a paragraph that describes how a booming economy affected life in the United States during the 1950s.</p>	<p>Music: Write a song about what it was like to live in the United States during the 1950s. You may wish to write your song from the point of view of a young person living during that time. What would that person think about? What would be his or her hopes or fears?</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.16 Describe how the oil embargo of the 1970s affected the United States. (US) (16C)</p>	<p>Write an essay describing how the oil embargo of the 1970s affected the United States. Then describe what you think would happen to the United States economy today if another oil embargo was imposed. Support your opinion with reasons and examples.</p>	<p>Language Arts: Interview an older family member who experienced the gas lines of the 1970s. Use the Internet or library resources to research the economic and political causes of the economic crisis and then write questions in advance. Summarize your interview in a report and share it with the class.</p>
<p>LH.16.17 Describe the crises that financial institutions faced in the late 1980s. (US) (16C)</p>	<p>Working in pairs, create a two-column chart with the heads <i>Problems</i> and <i>Solutions</i>. Write brief summaries in the <i>Problem</i> column of the three types of problems that financial institutions faced in the 1980s and 1990s. Then use the <i>Solution</i> column to describe how banks and the government worked to solve the three problems. Write a paragraph, describing what else individuals, banks, and the government might do to prevent these types of financial problems from occurring in the future.</p>	<p>Business: Visit a local financial institution and interview one of its officers, focusing on trends or recent changes in banking services. Make a list of questions before your interview. You may wish to ask how banking deregulation has affected the financial institution, what steps the financial institution has taken to discourage loan defaults, what changes are occurring in financial institutions, and what new services are being offered. Summarize your interview in a report.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.18 Assess how the North American Free Trade Agreement (NAFTA) affected the United States. (US) (16C)</p>	<p>Write a report that summarizes the North American Free Trade Agreement (NAFTA), its costs and benefits, and its effect on international trade and the United States economy.</p>	<p>History: Working in groups, construct a time line showing major United States trade legislation passed during the twentieth century. Include major events and conflicts as points of reference, too. Share your time line with the class.</p>
<p>LH.16.19 Describe how trends in population growth and urbanization have caused change in world economic systems. (W) (16C)</p>	<p>Write an essay that describes how population growth and urbanization during periods in history, such as the development of towns and cities during the Middle Ages and the Industrial Revolution, caused world economic systems to change.</p>	<p>History: As a class, discuss the effects of urbanization on the United States during the 1920s. Then make a two-column chart listing the effects of urbanization on rural areas and on urban areas. Use the information in your chart to write a letter to a friend living in a city during the 1920s. Explain why you would like to leave the farm where you live and move to the city.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.20 Describe how trends in economic development, such as international trade, have caused change in world economic systems. (W) (16C)</p>	<p>Working in pairs, make a two-column chart. Label one column <i>Products Made in the United States</i> and <i>Products Made in Foreign Countries</i>. Then, list ten products that you use everyday that are made in the United States and ten products that are made elsewhere. As a class, discuss how a complete absence of imported products would affect your life. Then, write an essay that explains how international trade benefits nations and how it has changed the economic systems of the world.</p>	<p>Economics: Working in pairs, investigate trade and interdependence in ancient Asia, Europe, Africa, or the Americas. Choose two ancient societies or civilizations and, for each, focus on the following questions: Where was the civilization located? What resources were available? What goods and resources were exported? With whom did trade take place? What goods and resources were imported? Then, identify two positive or negative effects of trade for each civilization. Write a brief report summarizing your findings and present it to the class.</p>
<p>LH.16.21 Describe how trends in technology, such as transportation and communication, have caused change in world economic systems. (W) (16C)</p>	<p>Write an essay describing how changes in transportation and communication, such as television, satellites, and computers, have affected and furthered the development of the global economy. Then explain how you think technology will impact the future of the global economy.</p>	<p>Technology: Use the Internet or library resources to research advances in technology that made exploration possible during the sixteenth and seventeenth centuries. Summarize your findings in an essay, including what you think was the most important technological advancement for explorers. Support your opinion with reasons and examples. Share your essay with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.22 Describe an issue in United States social history and analyze its impact on United States political history. (US) (16D)</p>	<p>Investigate the Chinese Exclusion Act, passed by Congress in 1882. What caused Congress to pass this law? What were the attitudes toward immigration at the time? Write a report to present your findings. In your report, assess the link between social attitudes and political actions.</p>	<p>Journalism: Locate a recent newspaper editorial on immigration in the United States. Analyze the article for information on recent government policies and on the social attitudes towards immigrants. Write a brief report summarizing your findings.</p>
<p>LH.16.23 Describe an issue in world social history and analyze its impact on world political history. (W) (16D)</p>	<p>Learn more about Mohandas Gandhi and the Indian nationalist movement. Assess Gandhi’s methods of nonviolent protest, civil disobedience, and boycotts. Illustrate the use of these methods and evaluate their effectiveness in a report about the famous Salt March to protest British taxes.</p>	<p>Film: As a class, watch the 1982 film <i>Gandhi</i>. Discuss how Mohandas Gandhi’s methods of nonviolent protest and civil disobedience made use of political and economic pressure to facilitate change. Analyze the effectiveness of this form of protest, and draw parallels to the Civil Rights and anti-war movements in the United States.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.24 Describe an issue in United States social history and analyze its impact on United States economic history. (US) (16D)</p>	<p>Use the Internet or library resources to research the role Mormons played in the settling of the West. Draw a map showing the Mormon Trail, the Oregon Trail, the Santa Fe Trail, and other trails west. Include major settlements and forts. Include a map key to denote the symbols that you use. In a brief report, describe what caused Mormons to move west, and how this helped open the West to later settlement.</p>	<p>Theater: Form three groups and put on a class play about westward expansion in the United States. One group should write scenes for the play. Writers should keep in mind the social and economic reason many settlers chose to make the difficult journey west. Another group should make costumes, props, and scenery. The final group should memorize lines from the script and act out the scenes.</p>
<p>LH.16.25 Describe an issue in world social history and analyze its impact on world economic history. (W) (16D)</p>	<p>Imagine that you are a worker in the early 1800s. Write a diary entry to describe the working conditions that you must endure daily. In your entry, you should also discuss the union movement and new economic theories, such as socialism and communism.</p>	<p>Sociology: Work in pairs. Create a poster showing how the fall of Communism has affected social history in formerly Communist nations. Discuss changes in social structure and social problems such as organized crime, corruption, and unemployment. Analyze the effects of rapid conversion to capitalism on various social and economic groups in society. Use pictures, charts, time lines, or other visual aids in your poster.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.26 Describe an issue in United States social history and analyze its impact on United States environmental history. (US) (16D)</p>	<p>Investigate the post-World War II decline of mass transit usage and the rise of the automobile in the United States. Use a cause-and-effect diagram to organize the multiple causes and effects of this societal shift, including the effects on the environment.</p>	<p>Technology: Work in pairs. Use the Internet or library resources to research the intended and unintended effects of a technology that you use every day, such as electricity, petrochemicals, and the automobile. Prepare and deliver a presentation that discusses the impact of this technology on society and the environment of the United States. Also discuss how people are working to lessen or offset the unintended effects of this technology.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.27 Describe an issue in world social history and analyze its impact on world environmental history. (W) (16D)</p>	<p>Write an essay analyzing the social consequences resulting from the expanding zone of human interaction over time (for example, the ability of people to travel to more places around the globe). Give specific historical examples of social benefits and drawbacks resulting from this expanding interaction. Take a position on whether the expanding zone of human interaction has been beneficial or harmful overall to humanity and the environment.</p>	<p>Health: Use the Internet or library resources to research and write a report on both the health and environmental consequences resulting from the expanding zone of human interaction over time. Discuss how expanding human interactions have affected health and the environment, using specific examples from world social history. Then discuss the benefits and the dangers of increased human interaction today and in the future. For example, you might discuss increased human interaction and the threat of pandemics, such as SARS, BSE, or Mad Cow Disease.</p>
<p>LH.16.28 Assess the positive and negative effects of people modifying the environment in the United States from 1850 to present. (US) (16E)</p>	<p>Choose a period of United States history (westward settlement, the industrial revolution, the 1920s boom) in which people modified the environment to survive, make a living, develop industries, or build new towns and cities. List the main ways in which people changed the environment and the positive and negative effects of these changes.</p>	<p>Art: Create an illustration that shows a way people in the United States have modified their environment since the mid-1800s. You could show the damming of a river, building fences around land in the Great Plains, or the building of a city. In your illustration, show the positive and negative effects that the changes to the environment bring about.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.29 Describe ways in which developments in science and technology have affected the environment and people's productivity and comfort. (US) (16E)</p>	<p>Work in groups of three. Choose a period of United States history in which science and technology played an important role. Prepare a presentation in which one person discusses how science and technology affected people's productivity in agriculture or industry, another person discusses how science and technology made people's living conditions more comfortable, and the final person discusses how the science and technology affected the natural environment.</p>	<p>Theater: Write a short play set in the present day in which the characters make use of technology, such as air-conditioning and computers that helps make them more comfortable or productive at home or at their workplace. Use dramatic or comedic devices to help make your play entertaining. You may want to organize a group to perform your play for the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at LH: LH.16.30 Pose questions, using <i>Who, What, Where, When, Why, and How</i>, to analyze historical and contemporary developments. (16A)</p>	<p>Read a section from your textbook chapter. Write the main headings and subheadings on your paper. Under each subheading, write the six questions and then answer each question. When you have finished, exchange papers with a classmate. Do you have the same questions and answers? If not, determine why they are different.</p>	<p>Journalism: Divide into pairs. Formulate a list of questions, using <i>Who, What, Where, When, Why, and How</i>, to ask your partner. Then interview your partner.</p>
<p>LH.16.31 Report findings of research to explore important historical events as well as contemporary advances. (16A)</p>	<p>Choose a topic of interest. Determine what you want to describe, explain, or prove. Decide what questions you hope to answer. Begin to collect facts about the topic. Then use the information you have gathered and your stated purpose to formulate a thesis statement. Determine what ideas and evidence you will need to use to support your thesis statement. Organize the collected facts and discard those that have no bearing on the general statement. Use your information to write a report.</p>	<p>Science: Using the Internet or library resources to find a scientific journal, such as <i>The New England Journal of Medicine</i>. Read an article that describes the outcome of scientific research. In a paragraph, compare the scientific paper to a paper you might write in history class. How are they alike and different?</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.32 Assess how isolated political events have sometimes triggered larger, worldwide events, such as the Napoleonic Wars, World War I, and World War II. (W) (16B)</p>	<p>Working in small groups, choose one of the following world events: the Napoleonic Wars, World War I, or World War II. Conduct research to find out the key political events that led to these wars. Create an illustrated cause and effect poster, and present your group’s finished poster to the class.</p>	<p>Geography: Working in small groups, draw a map that uses different colors, arrows, and other symbols to show the different sides, major battles, and troop movements for one of the following: the Napoleonic Wars, World War I, or World War II.</p>
<p>LH.16.33 Discuss how different political ideologies, such as democracy and totalitarianism, have caused tensions in the modern world. (W) (16B)</p>	<p>Working in pairs, choose two opposing political ideologies that have had significant interaction in world history, such as democracy and totalitarianism. Brainstorm and come up with one event where proponents of the two ideologies cooperated, and one event where they came into conflict. Then create a Venn diagram comparing and contrasting aspects of the two ideologies. Present your conclusions to the class.</p>	<p>Religion: Divide into groups. Each group should choose two opposing political ideologies in the Middle East, such as Islamism and secularism, feminism and Islamism, or democracy and absolute monarchy. Conduct research to find out whether there are any events from history where the two sides cooperated. List factors that promoted cooperation rather than conflict. Draw conclusions about ways to promote cooperation and present them to the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.34 Analyze how changes in the economy, environment, and social structure have influenced the current political structure of the United States. (US) (16B)</p>	<p>Working in pairs, discuss and list how changes in the economy, the environment, or the social structure over the last 50 years have influenced the current United States political structure. Create a poster illustrating the changes you list. Find a way to show cause-and-effect relationships in your poster. Explain the poster to your class.</p>	<p>Religion: Divide into three groups assigned to the following three issues: free trade and its effect on workers, global warming, or the widening gap between the rich and poor. In each group, discuss and list ways that your topic influences the current balance of power between Congress and the President. Present your conclusions to the class.</p>
<p>LH.16.35 Describe how exchanges between Europe and the Americas influenced the development of new economic systems, such as mercantilism and capitalism, in the 1600s and 1700s. (US) (16C)</p>	<p>Make a flowchart to explain how the availability of new products led to new trade patterns and economic systems in Europe.</p>	<p>History: As a class, discuss some of the positive and negative effects of the Columbian Exchange. Then write a report that summarizes how the Columbian Exchange and the slave trade affected the economies and the people of Europe, Africa, and the Americas. Share your report with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.36 Explain how colonial empires grew in the late 1800s as industrialism led to a new wave of imperialism. (W) (16C)</p> <p>LH.16.37 Describe how capitalism became the dominant economic model in the world. (W) (16C)</p>	<p>Write a paragraph that identifies the three factors that caused increased imperialism during the 1800s and explains the impact of imperialism on the various cultures controlled by other countries.</p> <p>Write an essay that describes how capitalism became the dominant economic model in the world.</p>	<p>History: As a class, discuss the arguments that could be made for or against imperialism. Then write an essay in which you explain whether you are for or against imperialism. Support your explanation with reasons and examples.</p> <p>Economics: Use the Internet or library resources to research the origins of modern capitalism. Then create a multimedia presentation that illustrates and describes the growth and development of modern capitalism. Use images, time lines, charts, maps, or three-dimensional objects to enrich your presentation. Share your presentation with the class.</p>
<p>LH.16.38 Evaluate how an issue in United States environmental history relates to aspects of the political, economic, and social history of the nation. (US) (16E)</p>	<p>Work in small groups. In each group, discuss and predict the political, economic, and social consequences of a current environmental issue (global warming, increased air or water pollution, extreme weather, severe drought) on the United States. Write an essay that reveals your predictions.</p>	<p>Sociology: As a class, discuss the possible sociological consequences in the United States of an environmental issue, such as global warming or severe drought. Discuss the ways that society and people’s lives might be changed.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Useful to Work on at LH: LH.16.39 Determine different points of view and biases in historical interpretations, and understand how they affect historical interpretations. (16A)</p>	<p>Conduct research and compose a short interpretation of a historical event. When you are finished, switch papers with a partner. Examine your partner’s paper to determine his or her point of view and identify any phrases that convey a positive or negative bias. Analyze how your partner’s point of view and bias affected his or her interpretation.</p>	<p>Language Arts: Write a short story, told from the point of view of one character. Then, rewrite the story from the point of view of another character. Make sure you clearly change points of view.</p>
<p>LH.16.40 Explain how bias and point of view make historical interpretation difficult. (16A)</p>	<p>Read an interpretation of a historical event. Determine the point of view of the author and any bias present. Analyze the effectiveness of the author’s point of view, and determine if the point of view helped or hurt the interpretation. Then work in groups to determine if the author has left out any evidence. Assess how the missing evidence changes any conclusions that may be drawn based on the source’s description or analysis.</p>	<p>Government: Read two speeches about the Civil War—one by Abraham Lincoln and one by Jefferson Davis. Analyze the two speeches to find the authors’ points of view and any biases. Explain how the opinions of the authors are present in the speeches. Compare and contrast how a historian using Lincoln’s speech might interpret the Civil War to the interpretation of a historian using Davis’s speech.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.41 Explain how an issue in world political history can relate to economic, social, and environmental aspects of world history. (W) (16B)</p>	<p>Divide into groups. Each group should choose a major political event from world history. Then create a two-column, three-row table. In the first column, list (a) economic, (b) social, and (c) environmental factors that affected the event. In the second column, list its (a) economic, (b) social, and (c) environmental consequences.</p>	<p>Film: Create an outline for a script of a one-hour documentary film on a world political event that took place in the Middle East or Africa during any period of history. The documentary should explain how economic, social, and environmental factors helped cause the event and also describe the economic, social, and environmental effects of the event. Outline topics, scenes you would film, visuals, the kinds of people you would interview, and questions you would ask. Write a concluding narration summarizing the main points.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.16.42 Evaluate how an issue in world environmental history relates to aspects of the political, economic, and social history of the world. (W) (16E)</p>	<p>Work in pairs. Use the Internet or library resources to research and assess the significance of an important event in world environmental history, such as the Minamata mercury poisoning, the accidents at Bhopal or Chernobyl, the rise of Green Parties, the United Nations Earth Summit, or the Kyoto Protocol. Create a concept web with the event in the center and spokes leading to outer circles. In the outer circles, write reasons the event was significant in terms of its political, economic, and social consequences.</p>	<p>Technology: Use the Internet or library resources to research the kinds of technology that are used to help a region recover from an environmental disaster, such as the Exxon Valdez oil spill or accidents at Bhopal and Chernobyl. Put together a report that outlines the process of recovery with an emphasis on the kinds of technology used.</p>
<p>LH.16.43 Explain how the control of a natural resource has fostered independence, dependence, or interdependence between and among nations. (W) (16E)</p>	<p>Divide into groups. In each group discuss and list ways that the control of a natural resource, such as oil or water, has fostered independence, dependence, and/or interdependence between and among nations. Give examples.</p>	<p>Technology: View Episode 2, “The Oil Curse,” from the PBS series <i>Extreme Oil</i>. As a class, discuss the economic relationships between the nations portrayed in the show. Analyze whether the control of oil has fostered independence, dependence, or interdependence between and among nations shown. Also discuss how those relationships are changing.</p>

Late High School State Goal 17

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at LH: LH.17.01 Identify spatial distribution patterns. (17A)</p>	<p>Draw a map that shows change, growth, movement, or relationships of physical features. For example, you could draw a map that shows how physical features have deterred migrations. Use bands of color, arrows, or other visual elements to show change, movement, or relationships.</p>	<p>Government: Brainstorm and list potential spatial problems that may result in conflict, such as zoning changes or school district boundaries. Problems can be at any level of government from local to global. For each item on the list, give an example of how it could cause a problem.</p>
<p>LH.17.02 Analyze the global distribution of natural resources to determine the relationship of resource availability to international problems and issues. (17B)</p>	<p>Divide into seven groups each assigned to North America, South America, Europe, Asia, the Middle East, Africa, or Australia/New Zealand/Oceania. Map the primary natural resources in each region, especially oil, natural gas, water, and fertile soil. Put all the maps together to create a wall map. Then, as a class, discuss how resource availability influences international relationships.</p>	<p>Economics: Research and graph the Gross Domestic Product (GDP) of several nations during a recent year. Then graph the amount of oil produced by each nation. Compare the two graphs and note any relationships.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.17.03 Evaluate the carrying capacity of selected world regions. (17B)</p>	<p>Research and evaluate the carrying capacity of one region of the world with a fragile or endangered environment (its maximum “load” in terms of resources used by humans). List the region’s natural resources and data about the effects increased consumption has on its environment. Compare the data you collect to the region’s current rate of population growth. Then prepare and present an oral report, and lead a discussion about the likely consequences for the region’s residents and the world’s natural resources.</p>	<p>Economics: As a class, discuss the concept of carrying capacity in its original use, for the amount of game or number of grazing animals allowable in an area without degrading the environment. Then discuss the potential of this concept for quantifying the environmental impact of resource use on a region.</p>
<p>LH.17.04 Explain how the uneven distribution of resources can result in global cooperation and conflict. (17C)</p>	<p>Research recent examples of the international community working together or in conflict over resources. Take notes on your findings. As a class, discuss what you learned and alternative ways of resolving the issue.</p>	<p>Geography: Working in pairs, choose three different regions in the world that have varying access to natural resources, such as oil, water, or fertile soil. Create a table with one column for each region. In three rows, explain how the people have worked to get all the resources they need.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.17.05 Analyze the historical development of a current issue involving the interaction of people and geographic factors. (17D)</p>	<p>Divide into three groups. In each group trace the historical development of one of the following: mass transportation, changes in agricultural subsidies, or flood control. Then create a time line to show your findings.</p>	<p>Language Arts: Write a report explaining the historical development of one example of human-environment interaction.</p>
<p>LH.17.06 Examine ways in which ecosystems have changed over time. (17D)</p>	<p>Choose an ecosystem somewhere in the world. Create a poster showing one or two periods when that ecosystem changed and why. For example, you might depict changes during different stages of human occupancy, during times of shifting population densities, or during times when new levels of technology were introduced.</p>	<p>Science: Divide into groups. In each group, choose an ecosystem somewhere in the world. Examine the ways and reasons it has changed. Report your findings and conclusions to the class, and hold a class debate on whether or not the change was beneficial.</p>
<p>Significant to Develop at LH: LH.17.07 Demonstrate how geographic instruments and technologies are used to determine land use. (17A)</p>	<p>Create a brochure of geographic tools. Identify how the instruments and technologies can be used to determine the use of land in an area.</p>	<p>Geography: Use the Internet or library resources to research the history of a region that changed due to changes in land use. Write notes on the geographic instruments and technologies that were used in the transition. Then give an oral report to the class on your findings.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.17.08 Evaluate the effects of human activity on similar environments under different resource management strategies. (17C)</p>	<p>Choose two places in the world that have similar environments but different resource management strategies. Use the Internet or library resources to research how the two environments have been affected by human activity (for example, farming on the Great Plains as compared to farming in Ukraine). Create a Venn diagram and list similarities and differences in resource management and in effects on the environment.</p>	<p>Geography: Work in small groups. In each group, research the effects of mining on the environment and on people in two different places in the world. Research what kinds of laws protect the people and the land. Give an oral report to the class on your findings.</p>
<p>Useful to Work on at LH: LH.17.09 Analyze how geographic instruments and technologies are used to address ecological concerns. (17A)</p>	<p>Work in small groups to research geographic technologies, such as aerial photographs, satellite-produced imagery, geographic information systems, and geographic positioning systems. Create a three-column chart, listing the technologies in the left column. In the middle column, define the technology. In the right column, give three examples of ecological concerns that could be analyzed using each technology.</p>	<p>Language Arts: Identify an ecological concern in your city or state. Use the Internet or library resources to research the geographic tools used to help scientists address the ecological issue. Then write an essay about your findings.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
LH.17. 10 Identify the impact of human migrations and increased urbanization on ecosystems. (17C)	Working in pairs, choose one growing urban area in a developing country and one in a developed country. Draw conclusions about the similarities and differences between the urban areas and their impact on the environment. Then hold a class discussion to see whether other students drew similar conclusions.	Sociology: Choose one of Chicago's twenty-five Sister Cities and compare that city to Chicago. Then write a paragraph to explain how each city has handled increased urbanization.

Late High School State Goal 18

State Goal 18: Understand social systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at LH: LH.18.01 Describe the main sources of social change. (18A)</p>	<p>Make a three-column chart about the sources of social change. In the column on the left, list the sources of social change (values and beliefs, technology, population, diffusion, physical environment, wars and conquests). In the center column, provide examples for each source. In the final column, suggest social consequences for each example.</p>	<p>History: Use the Internet or library resources to research on the social changes that occurred in the United States as a result of one of the following events: World War I, World War II, the Cold War, the Vietnam War, the First Gulf War, or the terrorist attacks of September 11, 2001. Use the research to write an article that could appear in a magazine on an anniversary related to the event. The feature should include visuals, such as charts, maps, drawings, or photographs.</p>
<p>LH.18.02 Describe the factors that lead people to resist social change. (18A)</p>	<p>Create a cause-and-effect graphic organizer that illustrates the three factors that lead people to resist social change (ethnocentrism, cultural lag, and vested interests). Share your chart with the class.</p>	<p>Art: Create three drawings that provide visual definitions of the three factors that lead people to resist social change. Write captions for all three drawings that summarize how people and societies work to resist social change. Share your drawings and captions with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.18.03 Evaluate how changes in the family reflect political, environmental, economic, and technological changes in a culture. (18A)</p>	<p>As a class, discuss how changes in family life reflect political, environmental, economic, and technological changes in a culture. Then, working in pairs, make predictions about how American families might continue to change over the next few decades as a result of political, environmental, economic, and technological changes in a culture. Create a poster that illustrates how family life has changed over the last century or so and the different ways in which families might evolve in the future. Present your work to the class and explain your predictions.</p>	<p>Economics: As a class, discuss whether the changes in marital status, working women, and the number of children per family between 1970 and 2000 have an economic component. Then, working in small groups, use the Internet or library resources to research statistics and to create charts showing the average income of men and women who were single, married, separated or divorced for the years 1970 to 2000. Discuss the effect of marriage on economics and the effect of economics on marriage.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.18.04 Evaluate how changes in the economy reflect political, environmental, economic, and technological changes in a culture. (18A)</p>	<p>Write two or three paragraphs on how globalization and technology have affected the nature of work and the economy in the United States.</p>	<p>Economics: Create a large then-and-now chart explaining how the American economy has changed between 1900 and today. Your chart should address the four developments that have changed the American economic system (the rise of corporate capitalism, economic globalization, the changing nature of work, and e-commerce). Then write a short essay describing which change you think was most important and why, supporting your position with reasons or examples. Read your essay to the class.</p>
<p>LH.18.05 Evaluate how changes in politics reflect political, environmental, economic, and technological changes in a culture. (18A)</p>	<p>Working in pairs, make a graphic organizer that lists changes in politics over time. Your organizer should reflect (a) political, (b) environmental, (c) economic, and (d) technological changes in our culture.</p>	<p>Art: Find examples of political cartoons in newspapers, magazines, or on the Internet that illustrate how changes in politics reflect political, environmental, economic, or technological changes in a culture. Write a paragraph about each cartoon that explains the change it represents. Share your cartoons with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.18.06 Evaluate how changes in education reflect political, environmental, economic, and technological changes in a culture. (18A)</p>	<p>Use the Internet or library resources to research the history of education in the United States. Consider how changes in education, such as the use of computers, reflect political, environmental, economic, and technological changes in the United States. Summarize your findings in a written report. Share your report with the class.</p>	<p>Government: Use the library or the Internet to research educational funding in your community or in Illinois. Consider issues such as how schools are funded, whether all schools or areas have access to equal funding, and how much is spent on average per pupil. Summarize your findings in a one-page fact sheet, including charts or graphs. Then use your findings as the basis of a class discussion on how issues related to educational funding might affect the equality of opportunities available in local schools.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.18.07 Evaluate how changes in religion reflect political, environmental, economic, and technological changes in a culture. (18A)</p>	<p>Create a chart that could appear in a magazine feature titled, “Religion in American Society Today”. Create a highly visual chart that illustrates the features of religion in American society, including how changes in religion reflect political, environmental, economic, and technological changes in the United States. Share your chart with the class.</p>	<p>Religion: Working in groups, choose one of the following world religions: Buddhism, Christianity, Hinduism, Islam, or Judaism. Use the Internet or library resources to research your the religion. Then create a multimedia exhibit about the religion. In your exhibit, describe the religion’s main belief systems, rituals, symbols, and organizational structures. Show pictures of sacred texts, sites, rituals, and symbols. Include historical and geographical information about the religions as well as biographical profiles of major religious figures.</p>
<p>LH.18.08 Compare ways in which social systems are affected by political changes. (18A)</p>	<p>As a class, discuss the features of democratic and authoritarian systems of government and how power is exercised in each type. Then write an essay in which you speculate about how your life and American society would be different if the United States had an authoritarian system of government.</p>	<p>Government: Use the Internet or library resources to research current political movements taking place in foreign nations. Choose one political movement and write a synopsis describing the changes being sought and any resistance to the movement. Present your synopsis to the class. As a class, discuss some of the possible consequences of the change being sought.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.18.09 Compare ways in which social systems are affected by environmental changes. (18A)</p>	<p>In an essay, conclude how environmental changes long ago led to the rise of agriculture, and how agriculture in turn led to the growth of permanent settlements. Explain the effect of living a less-nomadic lifestyle on social systems such as family units, religion, and government.</p>	<p>History: One of the greatest environmental disasters in the United States was the severe drought, known as the Dust Bowl, which struck the Great Plains during the 1930s. Use the Internet or library resources to research the history of the Dust Bowl. Then write a newspaper article summarizing the social and cultural changes that occurred as a result of the Dust Bowl. Share your article with the class.</p>
<p>LH.18.10 Compare ways in which social systems are affected by economic changes. (18A)</p>	<p>As a class, discuss how the nature of work (the change from farming to manufacturing) and the composition of the labor force (the addition of women and minorities) have changed in the United States. Then working in pairs, create a poster titled <i>The World of Work: Then and Now</i>. Use the poster to contrast the workforce in 1900 and in 2000. Write a paragraph that describes how social systems have been affected by these changes.</p>	<p>Language Arts: As a class, make a list of current jobs that did not exist 25 years ago, such as cell phone manufacturers or web page designers, and how these economic changes have affected social systems today. Then write an essay describing a job that does not currently exist but that you think will exist 25 years from now. Share your essay with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.18.11 Compare ways in which social systems are affected by technological changes. (18A)</p>	<p>Working in groups, write a series of articles to be used in a class magazine about the societal effects of advances in technology. Collect photographs and write short articles describing the changes that have come about in the United States as a result of technology, such as those from transportation, medicine, science, communication, household appliances, or manufacturing.</p>	<p>Technology: Use the Internet or library resources to research the social changes that have occurred as a result of the growth in the use of the World Wide Web. Use your findings to create a table or other type of graphic organizer that identifies and describes some of the positive and negative social consequences of this growth. In addition, write a short essay expressing and defending your opinion as to whether the expansion of the Internet has benefited or hurt American society more.</p>
<p>LH.18.12 Pose questions about the development and function of a social system. (18B)</p>	<p>As a class, discuss the kinds of employees who might pose and answer questions about demographic statistics during the course of their jobs. Then interview one of these employees about the kinds of questions they pose and how they go about answering such questions. Summarize your findings in an essay. Share your essay with the class.</p>	<p>Religion: Interview people of different faiths in your community. Ask about the major tenets of their faiths. Organize your results in a table.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.18.13 Collect and analyze data about the development and function of a social system. (18B)</p>	<p>As a class, make a list of social issues that are important to your school or community. Working in groups, select one issue from the list and design a study of it. Collect and interpret data on the issue, such as data from interviews with citizens or officials. Perform the study and summarize in a report including your topic, methods, data, and conclusions. Then, share your report with your class.</p>	<p>Geography: Working in groups, choose an environmental issue that is important to your community. Design a study of the issue that involves collecting and interpreting data from different areas in your community. Using the data, create a map showing the severity of the problem in different areas and include a map key. Present your map to the class.</p>
<p>LH.18.14 Make conclusions supported with evidence and report findings about the development and function of a social system. (18B)</p>	<p>Support the following conclusion about family life in the United States: <i>Young people in the United States are delaying marriage in order to finish their education and launch their careers.</i> Use data from the United States Census Bureau as evidence to support this conclusion.</p>	<p>Religion: What conclusions can you draw from the following facts about religion in the United States?</p> <ul style="list-style-type: none"> • <i>The United States, unlike many other countries, has no national religion.</i> • <i>For centuries, immigrant groups have come to the United States seeking sanctuary from religious persecution.</i> <p>Find additional evidence to support your conclusion. In a report, summarize how you came to your conclusion.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.18.15 Explain how the three main theoretical perspectives in sociology differ in their focus. (18C)</p>	<p>Write a report that describes the three main theoretical perspectives in sociology (functionalist, conflict, and interactionist). Then explain how the three perspectives differ in their focus.</p>	<p>Sociology: As a class, discuss which of the three theoretical perspectives you think provides the fullest explanation of human behavior. Then write five questions that sociologists of each type of perspective might ask when studying a classroom of high school students. Share your questions with the class and discuss each one.</p>
<p>LH.18.16 Explain a theory of a well-known sociologist or psychologist. (18C)</p>	<p>Choose a theory from a prominent sociologist or psychologist. Research the theory if needed. Create a one-page overview of that theory. You may write it as an outline, bullets, or text. Include diagrams if appropriate.</p>	<p>Theater: Working in small groups, prepare a panel discussion on a topic chosen by the group in which each group member acts the part of a prominent sociologist or psychologist giving an opinion on that topic. Perform your panel discussion for the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.18.17 Analyze the impact of emerging sociological or psychological thought on various social institutions. (18C)</p>	<p>Choose one social institution (e.g., the family, the economy, politics, education, religion). Then, use the Internet or library resources to research the impact of an emerging sociological or psychological thought on the institution you selected. Write a report that summarizes your findings.</p>	<p>Psychology: Use the Internet or library resources to research a current psychological discovery. (See the website www.psychologymatters.apa.org.) Determine how the discovery is being applied and how it is likely to change social institutions within the United States. Summarize your findings in a report and present it to the class.</p>
<p>Significant to Develop at LH: LH.18.18 Summarize the theories that social scientists have offered to explain the process of social change. (18A)</p>	<p>Use a graphic organizer to summarize the theories of social change (cyclical, evolutionary, equilibrium, and conflict). Include examples of the strengths and weaknesses of each theory in your chart.</p>	<p>Language Arts: Write a short story in which a society (real or fictional) is undergoing a significant social change and the theory of equilibrium is guiding the change. Share your story with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.18.19 Explain how the theories of social change have evolved. (18A)</p>	<p>Working in groups, use the Internet or library resources to research one of the theories of social change (cyclical, evolutionary, equilibrium, and conflict). Determine if and how the theory evolved over time and how the theory is regarded today. Summarize your findings in a report and share it with the class.</p>	<p>Language Arts: Use the Internet or library resources to research the theories of Karl Marx, Ralf Dahrendorf, and other conflict theorists regarding social change. Then write a dialogue in which two or more of the theorists debate their theories. In your dialogue, address Marx’s vision of class conflict, Dahrendorf’s views on racial and ethnic conflict, and relevant examples of conflict shaping society.</p>
<p>LH.18.20 Describe the two major components of social structure and explain how they affect human interaction. (18B)</p>	<p>Write a paragraph that describes the terms <i>status</i> and <i>roles</i>. Then describe the difference between ascribed status, achieved status, and master status. Finally, explain how statuses and roles affect human interaction and how a person’s status can differ from his or her role.</p>	<p>Journalism: Collect ten magazine or newspaper articles that show achieved statuses and ten articles that show ascribed statuses. Use the pictures to create a photo essay showing how the two types of statuses differ. Include captions that explain your photo essay. Share your essay with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.18.21 Describe the most common types of social interaction. (18B)</p>	<p>Write a report that describes the five types of social interaction (exchange, competition, conflict, cooperation, and accommodation). Include three examples of each type of social interaction in your report.</p>	<p>Language Arts: Working in groups, examine anthologies of American literature to find four pieces that include examples of accommodation, cooperation, or confrontation in solving problems. Use your examples as a basis for a class discussion about the representation of social interactions in literature.</p>
<p>LH.18.22 Compare how a government agency and a private agency approach the resolution of a social problem. (18B)</p>	<p>Working in pairs, choose a social problem. Create a Venn diagram comparing and contrasting how a government agency and a private agency would approach the resolution of that problem.</p>	<p>Religion: Use the Internet and library resources to do research and write a report on Habitat for Humanity that shows how the organization's approach differs from that of government agencies.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.18.23 Describe how the field of sociology developed. (18C)</p>	<p>Write an essay summarizing the development of the field of sociology. Include the contributions of Auguste Comte, Herbert Spencer, Karl Marx, Émile Durkheim, and Max Weber to its development.</p>	<p>Art: Use the library or the Internet to research one of the following early leaders in sociology: Auguste Comte, Herbert Spencer, Karl Marx, Émile Durkheim, or Max Weber. Then create a poster that uses graffiti slogans and symbols to describe each sociologist, his views about society and the role of sociologists. Share your poster with the class and use it as a basis for a class discussion about the views of each of the early sociologists.</p>
<p>LH.18.24 Describe the three theories that explain the process of socialization. (18C)</p>	<p>Working in pairs, create a graphic organizer to compare and contrast the three theories of socialization (John Locke’s “tabula rasa”, Charles Horton Cooley’s “looking-glass self”, and Herbert Mead’s “role taking”). Then write a paragraph describing which theory you agree with most and why. Share your opinion with the class.</p>	<p>Art: Create a cartoon or comic strip that illustrates the theories of John Locke, Charles Horton Cooley, or Herbert Mead to explain the process of socialization and how people develop a sense of self. Include illustrations and dialogue bubbles or captions. Share your cartoon or comic strip with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>LH.18.25 Explain how the views of functionalist, conflict, and interactionist sociologists differ concerning education. (18C)</p>	<p>Complete a graphic organizer that compares and contrasts the main viewpoints of the functionalist, conflict, and interactionist sociologists on educational issues, such as tracking and the transmission of culture.</p>	<p>Journalism: As a class, discuss the contrasting views of functionalist, conflict, and interactionist sociologists on education, listing the main points of each perspective in a three-column chart. Working in pairs, write three news headlines that reflect the views of each perspective on education. Share your headlines with the class.</p>
<p>LH.18.26 Explain how the sociological perspectives of mass media differ. (18C)</p>	<p>Create a chart or visual diagram that describes the functionalist perspective and the conflict perspective of mass media and provide five supporting examples for each perspective. Then write an essay contrasting the two perspectives of mass media, expressing which one you support or if you support a blending of the two approaches. Support your position with reasons and examples.</p>	<p>Journalism: Conduct a survey to find out what types of media people in your local community use to stay informed of the latest news. Work as a class to create the survey questions. The survey should ask respondents to report how many hours per day they spend examining the news and where they get their news such as radio, television, or newspapers. Survey at least five adults for responses. Use the results as the basis for a class discussion. Speculate on how the results might be different in 10 years.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: LATE HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
LH.18.27 Describe some of the positive and negative effects of modernization on social life and the natural environment. (18C)	Use a graphic organizer to compare and contrast the positive and negative effects of modernization on our social lives as well as on the natural environment. Then write a paragraph explaining whether you think that the benefits of modernization outweigh its disadvantage. Support your opinion with reasons and examples.	Film: Watch a video about the effects of modernization on the rain forest, such as <i>Last of the Hiding Tribes</i> , <i>Arrows Against the Wind</i> , <i>Secrets of the Choco</i> , <i>Blowpipes and Bulldozers</i> , or <i>Banking on Disaster</i> . As a class, list the positive and negative effects of modernization on both the people and the land shown in the video.