

ACKNOWLEDGEMENTS

DESIGN TEAM:

Robert Keller, Project Director

Vice-President & Editor in Chief

Harcourt School Publishers

Evelyn Cichanowski, Senior Writer

Social Studies Writer

EDC Resource

Heather Meyers, Project Editor

Editor, Social Studies

Harcourt School Publishers

Tyrone Howard, Ph.D, Consultant

University of California, Los Angeles

Graduate School of Education & Information Studies

EDITORIAL TEAM:

Harcourt School Publishers

Sharon Allaire

Erin Flesch

Charles Edward Hogan

Bev Kaczorowski

Abby Maretsky

Maria Milazzo

Christy Miller

Nicole Prezioso

Courtney Steinhaus

ARCHDIOCESAN CONSULTANTS:

Marty Frauenheim, M.Ed,

Associate Superintendent, For Curriculum & Instruction

Michelle Jenkins, Ed.D,

Director of Staff Development

ARCHDIOCESAN PROJECT DESIGN LEVEL READERS & RESPONDERS:

Colleen Barrett St. Francis Xavier School – Wilmette

Marianne G. Boe, J.D., M.Ed. Resurrection High School

Nicolette DeSalvo Guerin College Preparatory High School

Maria Fumic Resurrection High School

Lori Grabowski St. Damian School

Helen Kaminski St. Jane de Chantal School

Barb Kristin Cardinal Joseph Bernardin – Orland Hills

Eileen M. McMahon St. Celestine School

Marni O’Neill Cardinal Joseph Bernardin – Orland Hills

David Parnilli St. Genevieve School

Thomas Stein Guerin College Preparatory High School

Gregory White St. Francis Borgia School

ARCHDIOCESAN FINAL REVIEWERS:

Colleen Barrett St. Francis Xavier School

Marianne G. Boe, J.D., M.Ed. Resurrection High School

Michael Cousin St. Celestine School

Maureen Crimmins St. Celestine School

Victoria Donohue St. Celestine School

Michelle A. Doyle St. Celestine School

Lynn Drehkoff St. Francis Xavier School

Larry Fischer St. Gilbert School

Maria Fumic Resurrection High School

Karen Godfrey St. Francis Xavier School

Catherine L. Green St. Gilbert School

Julie Hamann St. Celestine School

Ann Jandrists St. Celestine School

Mary Kate Kvasnicka St. Francis Xavier School

Eileen McMahon St. Celestine School

Karen Pharis St. Celestine School

Elaine M. Sage St. Francis Xavier School

Claire Sharkey St. Francis Xavier School

Patrick Van St. Francis Xavier School

Karen M. Van Balen St. Francis Xavier School

Rose Wiley St. Francis Xavier School

Chris Zeman St. Francis Xavier School

Susan G. Ziegler St. Francis Xavier School



RATIONALE FOR THE STUDY OF SOCIAL STUDIES

For students to contribute effectively as citizens in a democratic society and an increasingly diverse, interdependent world, they need to understand their society's central institutions and values as well as those of other cultures. Social Studies is an integrated science. It has as its core the complexity of our environment: historic, political, economic, geographic, cultural, and social.

The National Council for the Social Studies defines Social Studies in this way:

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides a coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

- NCSS - 1993

Catholic social teachings are an essential component of the Social Studies curriculum for the Archdiocese of Chicago. It is appropriate for students in a Catholic environment to focus on both social justice and social responsibility as they consider the world in which they live, their needs and the needs of others.

Students who master the Social Studies standards will have a broad understanding of political and economic systems. They will better understand events, trends, personalities, and movements in local, state, national, and world history. They will know local, state, national, and world geography. They will also grasp how the concepts of social science can help interpret human actions and prepare them for careers and lifelong learning.¹

The Illinois Learning Standards for Social Science were developed using the 1997 Illinois State Learning Standards for Social Science, the National Standards for World History, the National Standards for United States History, the National Geography Standards and the National Standards for Civics and Government. All students in the Archdiocese need the opportunity to engage in learning that fosters mastery of these valued and accepted Social Studies goals.

Therefore, the Office of Catholic Schools has committed to provide a tool to assist teachers, students, and parents as each contributes to the important work of continued learning in the area of Social Studies.

Through a contractual and collaborative agreement with Harcourt School Publishers, the Office of Catholic Schools believes that such a tool has been created.

It is expected that each school will integrate the standards and goals of the Social Studies Curriculum in the delivery of Social Studies content, concepts, and skills.

¹ISBE – Illinois Learning Standards

EXPECTATIONS FOR THE MASTERY OF SOCIAL STUDIES STANDARDS

All students will:

- Show evidence of Social Studies literacy and proficiency in social studies-related skills and behaviors.
- Think logically, critically, and ethically.
- Apply learned skills and behaviors to real-world situations; identify and solve problems within the situation.
- Learn and contribute productively as individuals and members of groups.
- Utilize appropriate instruments, technology, and networks to access information, process ideas, and communicate learning.
- Recognize and apply connections of important information and ideas within and among learning disciplines.
- Demonstrate an understanding and practice of the Catholic social teachings.

All teachers will:

- Differentiate instruction to meet the diverse needs present in the student population.
- Utilize a variety of materials, resources, and assessments appropriate to student age, development, and learning process.
- Provide varied learning situations such as flexible grouping, cooperative groups, and peer leadership.
- Use appropriate instruments, technology, and networks to support and integrate teaching and learning.
- Address social and media influences on student behaviors.
- Collaborate with colleagues at all levels to ensure the continuum of learning.
- Participate in ongoing professional development.
- Be skilled and certified in their discipline.
- Access appropriate communication venues to inform parents of the goals, objectives, and outcomes of the school's curricula, in general, and their child's progress, in particular.

All Administrators will:

- Monitor and regularly assess the written and taught curriculum.
- Monitor instruction and evaluation through regular classroom observation and the review of lesson plans.
- Provide appropriate professional and instructional resources, including technology for all teachers.
- Design and monitor appropriate communication venues to inform parents of the goals, objectives, and outcomes of the school's curricula, in general, and their child's progress, in particular.
- Create an environment permeated with the Gospel spirit of love and joy.
- Model and nurture Catholic values and beliefs.

All Parents/Guardians will:

- Understand and embrace their role(s) as primary educator(s).
- Encourage and exemplify the reality of life long learning.
- Access all opportunities for communication with school personnel appropriately and adequately.
- Partner with school personnel in a spirit of trust and collaboration.
- Be actively involved within the school community.
- Model and nurture Catholic values and beliefs.

The Office of Catholic Schools will:

- Provide the vision for curriculum.
- Initiate, develop, and publish curricula in collaboration with experts in the field, administrators, and teachers.
- Offer professional development opportunities and disseminate information regarding other available opportunities and resources for teachers and administrators.
- Encourage regular articulation between educators at all levels.
- Act as a liaison with national and state departments of education regarding curricular standards and expectations for student.

INTRODUCTION TO THE SOCIAL STUDIES CURRICULUM

The Archdiocese of Chicago Social Studies Curriculum provides a blueprint or road map for student learning in Social Studies from Pre-K through Grade 12 aligned with the Illinois Learning Standards and skills present in the Terra Nova Tests for each grade. The seven basic themes of Catholic social teachings are integrated throughout the document.

After a competitive process, Harcourt School Publishers was selected to design, develop, and deliver the Social Studies Curriculum for the Catholic Schools of the Archdiocese of Chicago. Throughout the project, the Harcourt Design Team worked collaboratively and diligently with the Office of Catholic Schools, meeting regularly with an Archdiocesan team of Readers and Responders comprised of our elementary and high school teachers. An additional group of Archdiocesan teachers acted as Final Reviewers as the project came to completion. The Harcourt Editorial Team then finished the work. The final product is a powerful tool, well-aligned with our *Genesis* goal for Academic Excellence. It is challenging, rigorous, and designed to empower students to be morally informed, intelligent, and involved citizens in a global community.

BENEFITS TO SCHOOLS

The Social Studies Curriculum helps schools:

1. Include all Illinois Learning Standards (ILS) for Social Studies in a user friendly way for each grade level.
2. Sequence content and skills for the five Illinois State Learning Goals and Standards for Social Studies without undo repetition from grade to grade
3. Prioritize the importance of specific Social Studies content and skills at each grade level, identifying what is critical for mastery at the grade, what is significant for mastery, and what is useful to know if time allows.
4. Use sample assessments to help teachers clarify and understand the desired student learning stated in each outcome/standard.
5. Spark ideas for making connections with other subject areas, Catholic identity, and core values.
6. Support efficient and effective communication between teachers at the same grade level and from grade level to grade level in sequencing and reinforcing learning, in developing student assessments, and in working together to design and use teaching materials.
7. Collaborate with other Catholic schools in developing effective assessments and learning activities at each grade level.

UNDERSTANDING THE CURRICULUM DOCUMENT

The following points of information will help schools understand and use the Social Studies Curriculum:

- The Social Studies Curriculum is organized by grade (Pre- K through Grade 12), and by Illinois State Social Studies goals. (Goals 14-18)• The curriculum is available to schools in three formats: 1) printed form, organized by goal; 2) CD, organized by grade and by goal; 3) on the Archdiocesan Website (www.archchicago.org/schools), ready to download by goal.
- For each goal at each grade level, the curriculum identifies the Learning Standards/Outcomes for that grade level, aligned with the ILS. The Standards/Outcomes are sorted by importance into three categories: 1) *critical to understand and master* at the grade level; 2) *significant to develop*; and 3) *useful to work on*. If there are no Standards/ Outcomes in one of these categories at a particular grade level, that category will not appear.
- Each Standard/Outcome has been assigned a unique identifying number for easy reference wherever the Standard/Outcome appears. The first digit in the Standard/Outcome ID represents the grade level (P, K, 1, 2, 3 and so on), followed by a period. The second digits represent the State goal (14, 15, 16, 17, 18), followed by a period. The third digits represent the number of the outcome within a particular goal at a particular grade level. For example, Standard/Outcome 1.15.03 refers to grade 1, goal 15, outcome 3. The number/letter combination in parenthesis after each Standard/Outcome indicates the Benchmark Learning Standard from the ILS for that Outcome.

3.14.02 Understand that a constitution is a set of laws that tells how a government will work. (3A)

(3A) Indicates that the particular outcome for grade 3 helps students meet the Illinois Learning Standard A in State Goal 14. It is included so that schools may demonstrate easily to accreditation review teams that the Social Studies Curriculum includes all the relevant ILS on each grade level.

It is helpful for reviewing alignment with *Terra Nova* testing in relation to ILS.

- For most of the Standard/Outcome in the Social Studies Curriculum a “sample” Assessment is provided to clarify the teacher’s understanding of what students should do in order to demonstrate the knowledge and skills contained in the Standard/Outcome. In some instances, two Assessments are given for a single Standard/Outcome.
- The sample Assessments reflect a variety of assessment formats in keeping with best practices. For example, assessments using real life situations and applications; assessments using technology; assessments requiring students to work in teams; assessments requiring students to write about, explain or graphically illustrate their thinking; assessments requiring multiple steps and applications; assessments using self and/or peer review.
- Within each State Goal at each grade level, the Social Studies Curriculum suggests possible Connections with other subject areas, with real life experiences, and/or with Catholic identity and core values. These Connections are by no means complete. They are intended to spark teacher creativity in planning Social Studies instruction in ways that integrate learning from other subject areas and from the students’ experiences outside of school in their families and communities, all the while aligned with the Gospel values that are at the core of Catholic schools.

USING THE SOCIAL STUDIES CURRICULUM IN YOUR SCHOOL

The following guidelines will help teachers use the Social Studies Curriculum while planning instruction at their schools.

- **The Social Studies Curriculum provides the starting point and the ending point for social studies instruction at each grade level.** At a minimum, teachers should provide instruction in such a way that students can demonstrate **solid mastery of all the critical** Standards/Outcomes at the grade level, and can demonstrate at least **beginning mastery of all the significant** Standards/Outcomes. The *useful* Standards/Outcomes will help students prepare for the next year’s learning, reinforce previous learning, or can be used for differentiated instruction as appropriate.
- Teachers can refer to the sample assessments for each Standard/Outcome to verify their understanding of what they should observe students doing that demonstrates mastery. Teachers may choose to use the sample assessments given and/or they may design their own, following the model. During the instructional process, teachers will also use other assignments and assessments to see how well students are learning the knowledge and skill stated in the Standard/Outcome.
- Teachers can refer to the Connections identified at each grade level to help them plan their social studies instruction in ways that integrate social studies with other subjects they teach and/or with school events, service projects, and student experiences.

USING LEARNING-CENTERED CURRICULUM DECISION-MAKING: “BACKWARD DESIGN”

The Social Studies Curriculum supports instructional planning in the “Backward Design” model. In this model, teachers plan instruction by repeatedly asking and answering three questions, **in this order:**

1. What is the intended learning?

(Outcome/objective: What should students know, understand and be able to do, stated as observable behavior? Use an action verb.)

2. What will count as evidence that students can do it?

(Assessment: What will students do to show me that they acquired and can use the knowledge, skill and understand the outcome.)

3. What will I do to help them be ready to show me the evidence of their learning?

(Strategies: What teaching and learning activities, resources, field trips, etc. will help me teach the knowledge, skills, and understanding in the outcome so that students will be able to give the evidence of learning asked for in the assessment(s) I have designed.)?

The Social Studies Curriculum provides the *starting and ending answers* for questions 1 and 2. Teachers will develop intermediate mastery objectives matching assessments as they teach specific knowledge and skills throughout the year. The Learning Standards/Outcomes will make it much easier for teachers to develop the intermediate objectives, and the Learning Standards/Outcomes will then provide a final checkpoint to make sure that teachers have included everything that is important for the grade level.

The Sample Assessment and Connections in the Social Studies Curriculum offer suggestions and cues about useful and appropriate strategies for question three.

ILLINOIS LEARNING STANDARDS

SOCIAL SCIENCE STATE GOALS 14 - 18

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

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

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

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

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

ILLINOIS LEARNING STANDARDS
SOCIAL SCIENCE
STATE GOALS AND DEFINING STANDARDS

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

Standard A: Understand and explain basic principals of the United States government.

Standard B: Understand the structure and functions of the political systems of Illinois, the United States and other nations.

Standard C: Understand election processes and responsibilities of citizens.

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

Standard E: Understand Unites States foreign policy as it relates to other nations and international issues.

Standard F: Understand the development of United States political Ideas and traditions.

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

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

Standard B: Understand that scarcity necessitates choices by consumers.

Standard C: Understand that scarcity necessitates choices by producers.

Standard D: Understand trade as an exchange of goods or services.

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

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

Standard A: Apply the skills of historical analysis and interpretation.

Standard B: Understand the development of significant political events.

Standard C: Understand the development of economic systems.

Standard D: Understand Illinois, United States and world social history.

Standard E: Understand Illinois, United States and world environmental history.

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

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

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

Standard C: Understand relationships between geographic factors and society.

Standard D: Understand the historical significance of geography.

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

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

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

Standard C: Understand how social systems form and develop over time.

“IF YOU WANT PEACE, WORK FOR JUSTICE”

Pope Paul VI

The social teaching of the Catholic Church is more than a set of documents. It is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society. At the heart of Catholic social tradition is the belief in the sanctity of human life and the inherent dignity of the human person. It is the foundation for all the principles that follow.* In developing the Social Studies Curriculum for the Catholic Schools of the Archdiocese of Chicago, Catholic social teaching was intentionally integrated into the body of the curriculum. The primary purpose of Social Studies, as defined by the National Council of the Social Studies, is “to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” Our goal for students is to be more than good citizens. It is to be citizens grounded in a coherent set of moral principles so as to build a more just and peace-filled world.

PRINCIPLES OF CATHOLIC SOCIAL TEACHING*

LIFE AND DIGNITY OF THE HUMAN PERSON

People are more important than things, and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

CALL TO FAMILY, COMMUNITY, AND PARTICIPATION

How we organize our society – in economics, politics, law and policy – directly affects human dignity and the capacity of individuals to grow in community.

RIGHTS AND RESPONSIBILITIES

Human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.

OPTION FOR THE POOR AND VULNERABLE

In a society marred by deepening divisions between rich and poor, we are instructed to put the needs of the poor and vulnerable first.

DIGNITY OF WORK AND RIGHTS OF WORKERS

If the dignity of work is to be protected, then the rights of workers – to decent wages, to organize and join unions, and to private property – must be respected.

SOLIDARITY

We are one human family, whatever our national, racial, ethnic, economic, and ideological differences.

CARE FOR GOD’S CREATION

We are called to protect people and the planet, living our faith in relationship with all of God’s creation.

*Excerpts from “Sharing Catholic Social Teachings” Reflections from the U.S. Catholic Bishops 1999

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

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

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

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.	Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.	Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.	Analyze how local, state and national governments serve the purposes for which they were created.	Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.

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

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
Identify the different levels of government as local, state and national.	Explain what government does at local, state and national levels.	Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.	Compare the political systems of the United States to other nations.	Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).

C. Understand election processes and responsibilities of citizens.

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.	Describe and evaluate why rights and responsibilities are important to the individual, family, community, work-place, state and nation (e.g., voting, protection under the law).	Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.	Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States.	Analyze the consequences of participation and non-participation in the electoral process (e.g., women’s suffrage, voter registration, effects of media).

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

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
Identify the roles of civic leaders (e.g., elected leaders, public service leaders).	Explain ways that individuals and groups influence and shape public policy.	Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).	Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.	Interpret a variety of public policies and issues from the perspectives of different individuals and groups.

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

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
Identify relationships that the federal government establishes with other nations.	Determine and explain the leadership role of the United States in international settings.	Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).	Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial).	Analyze relationships and tensions among members of the international community.

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

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

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

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

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

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

B. Understand that scarcity necessitates choices by consumers.

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
<p>Explain why consumers must make choices.</p>	<p>a Identify factors that affect how consumers make their choices.</p> <p>b Explain the relationship between the quantity of goods/services purchased and their price.</p> <p>c Explain that when a choice is made, something else is given up.</p>	<p>a Describe the “market clearing price” of a good or service.</p> <p>b Explain the effects of choice and competition on individuals and the economy as a whole.</p>	<p>a Explain the costs and benefits of making consumer purchases through differing means (e.g., credit, cash).</p> <p>b Analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices.</p>	<p>a Analyze the impact of changes in non-price determinants (e.g., changes in consumer income, changes in tastes and preferences) on consumer demand.</p> <p>b Analyze how inflation and interest rates affect consumer purchasing power.</p> <p>c Analyze elasticity as it applies to supply and demand and consumer decisions.</p>

C. Understand that scarcity necessitates choices by producers.

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

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

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
<p>a Demonstrate the benefits of simple voluntary exchanges.</p> <p>b Know that barter is a type of exchange and that money makes exchange easier.</p>	<p>a Explain why people and countries voluntarily exchange goods and services.</p> <p>b Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.</p>	<p>a Explain the effects of increasing and declining imports and exports to an individual and to the nation’s economy as a whole.</p> <p>b Explain how comparative advantage forms the basis for specialization and trade among nations.</p> <p>c Explain how workers can affect their productivity through training and by using tools, machinery and technology.</p>	<p>a Explain the meaning and importance of “balance of trade” and how trade surpluses and deficits between nations are determined.</p> <p>b Describe the relationships between the availability and price of a nation’s resources and its comparative advantage in relation to other nations.</p> <p>c Describe the impact of worker productivity (output per worker) on business, the worker and the consumer.</p>	<p>a Explain how transaction costs affect decisions to produce or consume.</p> <p>b Analyze why trade barriers and exchange rates affect the flow of goods and services among nations.</p> <p>c Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing.</p>

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

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
<p>Identify goods and services provided by government.</p>	<p>a Explain how and why public goods and services are provided.</p> <p>b Identify which public goods and services are provided by differing levels of government.</p>	<p>a Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).</p> <p>b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.</p>	<p>a Explain why government may intervene in a market economy.</p> <p>b Describe social and environmental benefits and consequences of production and consumption.</p> <p>c Analyze the relationship between a country’s science/technology policies and its level and balance of trade.</p>	<p>a Explain how and why government redistributes income in the economy.</p> <p>b Describe how fiscal, monetary and regulatory policies affect overall levels of employment, output and consumption.</p> <p>c Describe key schools of thought (e.g., classical, Keynesian, monetarist, supply-side) and explain their impact on government policies.</p>

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

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

HISTORICAL ERAS

Local, State and United States History (US)

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

World History (W)

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

A. Apply the skills of historical analysis and interpretation.

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
<p>a Explain the difference between past, present and future time; place themselves in time.</p> <p>b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>c Describe how people in different times and places viewed the world in different ways.</p>	<p>a Read historical stories and determine events which influenced their writing.</p> <p>b Compare different stories about a historical figure or event AND analyze differences in the portrayals and perspectives they present.</p> <p>c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.</p>	<p>a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</p> <p>b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>c Identify the differences between historical fact and interpretation.</p>	<p>a Analyze and report historical events to determine cause-and-effect relationships.</p> <p>b Compare competing historical interpretations of an event.</p>	<p>a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>b Explain the tentative nature of historical interpretations.</p>

B. Understand the development of significant political events.

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
<p>a (US) Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).</p> <p>b (US) Explain why individuals, groups, issues and events are celebrated with local, state or national holidays or days of recognition (e.g., Lincoln’s Birthday, Martin Luther King’s Birthday, Pulaski Day, Fourth of July, Memorial Day, Labor Day, Veterans’ Day, Thanksgiving).</p>	<p>a (US) Describe how the European colonies in North America developed politically.</p> <p>b (US) Identify major causes of the American Revolution and describe the consequences of the Revolution through the early national period, including the roles of George Washington, Thomas Jefferson and Benjamin Franklin.</p> <p>c (US) Identify presidential elections that were pivotal in the formation of modern political parties.</p>	<p>a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.</p> <p>b (US) Explain how and why the colonies fought for their independence and how the colonists’ ideas are reflected in the Declaration of Independence and the United States Constitution.</p> <p>c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.</p>	<p>a (US) Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative).</p>	<p>a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties’ positions on government intervention in the economy).</p>
<p>a (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</p>	<p>d (US) Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.</p> <p>a (W) Describe the historical development of monarchies, oligarchies and city-states in ancient civilizations.</p> <p>b (W) Describe the origins of Western political ideas and institutions (e.g. Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment).</p>	<p>d (US) Describe ways in which the United States developed as a world political power.</p> <p>a (W) Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE.</p> <p>b (W) Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T’ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.</p> <p>c (W) Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.</p> <p>d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.</p>	<p>a (W) Identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church/state relationships).</p> <p>b (W) Identify political ideas from the early modern historical era to the present which have had worldwide impact (e.g., nationalism/Sun Yat-Sen, non-violence/Ghandi, independence/Kenyatta).</p>	<p>b (US) Analyze how United States political history has been influenced by the nation’s economic, social and environmental history.</p> <p>a (W) Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.</p> <p>b (W) Describe how tensions in the modern world are affected by different political ideologies including democracy and totalitarianism.</p> <p>c (W) Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history.</p>

C. Understand the development of economic systems.

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

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

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
<p>a (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.</p> <p>(W) Identify how customs and traditions from around the world influence the local community.</p>	<p>a (US) Describe the various individual motives for settling in colonial America.</p> <p>b (US) Describe the ways in which participation in the westward movement affected families and communities.</p> <p>c (US) Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage and Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States.</p>	<p>a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.</p> <p>b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.</p>	<p>a (US) Describe the immediate and long-range social impacts of slavery.</p> <p>b (US) Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity).</p>	<p>a (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</p> <p>(W) Analyze the relationship between an issue in world social history and the related aspects of political, economic and environmental history.</p>
	<p>(W) Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa).</p>	<p>(W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.</p>	<p>(W) Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.</p>	

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

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
<p>(US) Describe how the local environment has changed over time.</p>	<p>a (US) Identify environmental factors that drew settlers to the state and region.</p>	<p>a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.</p>	<p>a (US) Describe the causes and effects of conservation and environmental movements in the United States, 1900 - present.</p>	<p>a (US) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities.</p>
<p>(W) Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.</p>	<p>b (US) Identify individuals and events in the development of the conservation movement including John Muir, Theodore Roosevelt and the creation of the National Park System.</p>	<p>b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</p>	<p>b (US) Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).</p>	<p>b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history.</p>
	<p>c (US) Describe environmental factors that influenced the development of transportation and trade in Illinois.</p>	<p>1c (US) Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.</p>	<p>a (W) Describe how cultural encounters among peoples of the world (e.g., Colombian exchange, opening of China and Japan to external trade, building of Suez canal) affected the environment, 1500 - present.</p> <p>b (W) Describe how migration has altered the world's environment since 1450.</p>	<p>a (W) Analyze how technological and scientific developments have affected human productivity, human comfort and the environment.</p>
	<p>a (W) Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments.</p> <p>b (W) Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.</p>	<p>a (W) Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE.</p> <p>b (W) Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE - 1500 CE.</p>		<p>b (W) Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.</p>

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

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

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

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

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

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
<p>a Identify components of the Earth's physical systems.</p> <p>b Describe physical components of ecosystems.</p>	<p>a Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement.</p> <p>b Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra.</p>	<p>a Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.</p> <p>b Explain how changes in components of an ecosystem affect the system overall.</p>	<p>a Explain the dynamic interactions within and among the Earth's physical systems including variation, productivity and constructive and destructive processes.</p> <p>b Analyze trends in world demographics as they relate to physical systems.</p>	<p>Analyze international issues and problems using ecosystems and physical geography concepts.</p>

C. Understand relationships between geographic factors and society.

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

D. Understand the historical significance of geography.

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
<p>Identify changes in geographic characteristics of a local region (e.g., town, community).</p>	<p>a Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.</p> <p>b Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.</p>	<p>a Explain how and why spatial patterns of settlement change over time.</p> <p>b Explain how interactions of geographic factors have shaped present conditions.</p>	<p>Explain how processes of spatial change have affected human history (e.g., resource development and use, natural disasters).</p>	<p>Analyze the historical development of a current issue involving the interaction of people and geographic factors (e.g., mass transportation, changes in agricultural subsidies, flood control).</p>

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

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

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

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
Identify folklore from different cultures which became part of the heritage of the United States.	Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.	Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.	Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.	Compare ways in which social systems are affected by political, environmental, economic and technological changes.

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

Early Elementary	Late Elementary	Middle/Junior High School	Early High School	Late High School
<p>a Compare the roles of individuals in group situations (e.g., student, committee member, employee/ employer).</p> <p>b Identify major social institutions in the community.</p>	<p>a Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).</p> <p>b Describe the ways in which institutions meet the needs of society.</p>	<p>a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p> <p>b Explain how social institutions contribute to the development and transmission of culture.</p>	Analyze various forms of institutions (e.g., educational, military, charitable, governmental).	Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.

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

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