

Early Elementary Social Science

GOAL 14	STUDENT LANGUAGE
Understand political systems, with an emphasis on the United States.	I can understand the responsibilities of good citizens.
Learning Standards	
14 A. Understand and explain basic principles of the United States Government	I can name basic rules, rights, and responsibilities and their sources.
14 B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	I can tell about the role of government at the local, state and national levels.
14 C. Understand election processes and responsibilities of citizens.	I can tell about decisions that responsible citizens make.
14 D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	I can tell how elected officials and interest groups make decisions in Illinois and the United States.
14 E. Understand United States foreign policy as it relates to other nations and international issues.	I can give examples of United States leadership in the world, past and present.
14 F. Understand the development of United States political ideas and traditions.	I can tell about basic freedoms of citizens in the United States.

Early Elementary Social Science

GOAL 15	STUDENT LANGUAGE
Understand economic systems, with an emphasis on the United States.	I can tell about the choices people make about money.
Learning Standards	
15 A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	I can tell how people produce, use, and distribute goods and services in different economic systems.
15 B. Understand that scarcity necessitates choices by consumers.	I can tell why we make consumer choices and tell what is given up when a choice is made.
15 C. Understand that scarcity necessitates choices by producers.	I can tell who makes goods and services and how they make choices about what they produce.
15 D. Understand trade as an exchange of goods or services.	I can tell why people choose to exchange goods and services and how money helps exchange.
15 E. Understand the impact of government policies and decisions on production and consumption in the economy.	I can tell why the government provides some goods and services and how we pay for them.

Early Elementary Social Science

GOAL 16	STUDENT LANGUAGE
Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.	I can tell about people from other parts of the world who came to live in the United States.
Learning Standards	
16 A. Apply the skills of historical analysis and interpretation.	I can use an historical source to describe past events and people and explain why they are important.
16 B. Understand the development of significant political events.	I can tell about important political events and people.
16 C. Understand the development of economic systems.	I can tell about the different ways people earned a living in the past.
16 D. Understand Illinois, United States and world social history.	I can tell about the customs and traditions of people of Illinois, the United States and the world.
16 E. Understand Illinois, United States and world environmental history.	I can tell how people in Illinois, the United States and the world changed their environment in the past.

Early Elementary Social Science

GOAL 17	STUDENT LANGUAGE
Understand world geography and the effects of geography on society, with an emphasis on the United States.	I can locate places and tell about the people who live there.
Learning Standards	
17 A. Locate, describe and explain places, regions and features on the Earth.	I can locate and tell about major places, regions and land forms on Earth.
17 B. Analyze and explain characteristics and interactions of the Earth's physical systems.	I can tell about physical features on Earth.
17 C. Understand relationships between geographic factors and society.	I can tell how people and the environment are connected.
17 D. Understand the historical significance of geography.	I can tell why people moved to different places and regions.

GOAL 18	STUDENT LANGUAGE
Understand social systems, with an emphasis on the United States.	I can tell about people and groups who live in my region.
Learning Standards	
18 A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	I can compare stories and art from different regions and times.
18 B. Understand the roles and interactions of individuals and groups in society.	I can tell about the roles of individuals and groups in our community.
18 C. Understand how social systems form and develop over time.	I can tell how people make choices to change society.

Late Elementary Social Science

GOAL 14	STUDENT LANGUAGE
Understand political systems, with an emphasis on the United States.	I can understand the responsibilities of good citizens.
Learning Standards	
14 A. Understand and explain basic principles of the United States Government	I can name basic rules, rights, and responsibilities and their sources.
14 B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	I can tell about the role of government at the local, state and national levels.
14 C. Understand election processes and responsibilities of citizens.	I can tell about decisions that responsible citizens make.
14 D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	I can tell how elected officials and interest groups make decisions in Illinois and the United States.
14 E. Understand United States foreign policy as it relates to other nations and international issues.	I can give examples of United States leadership in the world, past and present.
14 F. Understand the development of United States political ideas and traditions.	I can tell about basic freedoms of citizens in the United States.

Late Elementary Social Science

GOAL 15	STUDENT LANGUAGE
Understand economic systems, with an emphasis on the United States.	I can tell about the choices people make about money.
Learning Standards	
15 A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	I can tell how people produce, use, and distribute goods and services in different economic systems.
15 B. Understand that scarcity necessitates choices by consumers.	I can tell why we make consumer choices and tell what is given up when a choice is made.
15 C. Understand that scarcity necessitates choices by producers.	I can tell who makes goods and services and how they make choices about what they produce.
15 D. Understand trade as an exchange of goods or services.	I can tell why people choose to exchange goods and services and how money helps exchange.
15 E. Understand the impact of government policies and decisions on production and consumption in the economy.	I can tell why the government provides some goods and services and how we pay for them.

Late Elementary Social Science

GOAL 16	STUDENT LANGUAGE
Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.	I can tell about people from other parts of the world who came to live in the United States.
Learning Standards	
16 A. Apply the skills of historical analysis and interpretation.	I can use an historical source to describe past events and people and explain why they are important.
16 B. Understand the development of significant political events.	I can tell about important political events and people.
16 C. Understand the development of economic systems.	I can tell about the different ways people earned a living in the past.
16 D. Understand Illinois, United States and world social history.	I can tell about the customs and traditions of people of Illinois, the United States and the world.
16 E. Understand Illinois, United States and world environmental history.	I can tell how people in Illinois, the United States and the world changed their environment in the past.

Late Elementary Social Science

GOAL 17	STUDENT LANGUAGE
Understand world geography and the effects of geography on society, with an emphasis on the United States.	I can locate places and tell about the people who live there.
Learning Standards	
17 A. Locate, describe and explain places, regions and features on the Earth.	I can locate and tell about major places, regions and land forms on Earth.
17 B. Analyze and explain characteristics and interactions of the Earth's physical systems.	I can tell about physical features on Earth.
17 C. Understand relationships between geographic factors and society.	I can tell how people and the environment are connected.
17 D. Understand the historical significance of geography.	I can tell why people moved to different places and regions.

GOAL 18	STUDENT LANGUAGE
Understand social systems, with an emphasis on the United States.	I can tell about people and groups who live in my region.
Learning Standards	
18 A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	I can compare stories and art from different regions and times.
18 B. Understand the roles and interactions of individuals and groups in society.	I can tell about the roles of individuals and groups in our community.
18 C. Understand how social systems form and develop over time.	I can tell how people make choices to change society.

Middle/Jr. High Social Science

GOAL 14	STUDENT LANGUAGE
Understand political systems, with an emphasis on the United States.	I can describe how the government established by the State of Illinois and the United States Constitutions embody the principles of democracy.
Learning Standards	
14 A. Understand and explain basic principles of the United States Government	I can describe the basic powers, limitations and duties of the United States government.
14 B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	I can compare the basic structures and functions of Illinois and United States governments to the governments of other nations.
14 C. Understand election processes and responsibilities of citizens.	I can explain the election process and the role of a responsible United States citizen.
14 D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	I can describe how citizens and special interest groups influence the development of public policy in Illinois, the United States and other nations.
14 E. Understand United States foreign policy as it relates to other nations and international issues.	I can demonstrate the effects of United States leadership in the world, past and present.
14 F. Understand the development of United States political ideas and traditions.	I can demonstrate a basic understanding of how United States democratic principles and beliefs about freedom have developed over time.

Middle/ Junior High Social Science

GOAL 15	STUDENT LANGUAGE
Understand economic systems, with an emphasis on the United States.	I can explain factors that influence our local, state and national economy.
Learning Standards	
15 A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	I can explain how goods and services are produced, exchanged, distributed and consumed in different economic systems.
15 B. Understand that scarcity necessitates choices by consumers.	I can explain how prices affect consumer choices and how prices are set in our economy.
15 C. Understand that scarcity necessitates choices by producers.	I can explain how prices affect producer decisions.
15 D. Understand trade as an exchange of goods or services.	I can explain why countries exchange goods and services and the importance of productivity to an economy.
15 E. Understand the impact of government policies and decisions on production and consumption in the economy.	I can explain the impact of laws and government policies on consumers and producers.

Middle/ Junior High Social Science

GOAL 16	STUDENT LANGUAGE
Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.	I can use historical sources to describe individuals, groups of people and other factors that have shaped the history of Illinois, the United States and other nations.
Learning Standards	
16 A. Apply the skills of historical analysis and interpretation.	I can use the skills of analysis and interpretation to explain how the past has affected the present.
16 B. Understand the development of significant political events.	I can explain the meaning of important political events that happened in the past.
16 C. Understand the development of economic systems.	I can describe the reasons different economic systems developed over time.
16 D. Understand Illinois, United States and world social history.	I can describe significant social changes in Illinois, United States and world history.
16 E. Understand Illinois, United States and world environmental history.	I can describe important environmental episodes and processes that influenced Illinois, United States and world history.

Middle/ Junior High Social Science

GOAL 17	STUDENT LANGUAGE
Understand world geography and the effects of geography on society, with an emphasis on the United States.	I can explain how the physical and cultural environment is modified by human activities.
Learning Standards	
17 A. Locate, describe and explain places, regions and features on the Earth.	I can locate and describe physical and cultural features on Earth.
17 B. Analyze and explain characteristics and interactions of the Earth's physical systems.	I can explain how physical features shape Earth's environments.
17 C. Understand relationships between geographic factors and society.	I can explain how people adapt to and modify their environments.
17 D. Understand the historical significance of geography.	I can explain why people have used the same land in different ways over time.

GOAL 18	STUDENT LANGUAGE
Understand social systems, with an emphasis on the United States.	I can compare how individuals and groups of people interact in different cultures.
Learning Standards	
18 A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	I can compare and contrast different cultures, languages, literature, arts and customs.
18 B. Understand the roles and interactions of individuals and groups in society.	I can explain the roles and interactions of individuals and groups in society.
18 C. Understand how social systems form and develop over time.	I can explain how people from various backgrounds and time periods have contributed to our American culture.

Early High School Social Science

GOAL 14	STUDENT LANGUAGE
Understand political systems, with an emphasis on the United States.	I can evaluate the influence of United States democratic principles and policies on the development of political systems around the world.
Learning Standards	
14 A. Understand and explain basic principles of the United States Government	I can explain the meaning of the basic principles in the United States constitutional system.
14 B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	I can evaluate the similarities and differences between the local, state and national levels of United States government and governments of other nations.
14 C. Understand election processes and responsibilities of citizens.	I can explain the full range of the responsibilities of citizenship.
14 D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	I can evaluate the effect of citizens and interest groups on public policy decisions in Illinois, the United States and other nations.
14 E. Understand United States foreign policy as it relates to other nations and international issues.	I can evaluate the role of United States foreign policy on international relations.
14 F. Understand the development of United States political ideas and traditions.	I can explain how social changes in the United States affect its democratic principles and traditions.

Early High Social Science

GOAL 15	STUDENT LANGUAGE
Understand economic systems, with an emphasis on the United States.	I can analyze the impact of economic factors on societies around the world.
Learning Standards	
15 A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	I can compare patterns of exchange, production, distribution and consumption of goods and services in different economic systems and explain measures of the economy.
15 B. Understand that scarcity necessitates choices by consumers.	I can explain how prices and other factors affect how consumers use their money.
15 C. Understand that scarcity necessitates choices by producers.	I can explain how prices and other factors affect how producers make their decisions.
15 D. Understand trade as an exchange of goods or services.	I can explain the impact of transaction costs, trade barriers, and technology on trade and explain the costs and benefits of trade.
15 E. Understand the impact of government policies and decisions on production and consumption in the economy.	I can explain how government works to correct market failures and how government policies are influenced by differing economic theories.

Early High Social Science

GOAL 16	STUDENT LANGUAGE
Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.	I can analyze the roles of significant individuals and groups of people during important periods of time and at key turning points in state, national and world history.
Learning Standards	
16 A. Apply the skills of historical analysis and interpretation.	I can use the skills of analysis and interpretation to explain and evaluate significant ideas, events, people and trends.
16 B. Understand the development of significant political events.	I can explain why significant political events developed and changed.
16 C. Understand the development of economic systems.	I can explain the relationships among differing economic systems of the past and present.
16 D. Understand Illinois, United States and world social history.	I can analyze significant ideas individuals, events, and social movements in United States and world history.
16 E. Understand Illinois, United States and world environmental history.	I can evaluate how the environment has influenced the development of Illinois, United States and world history.

Early High Social Science

GOAL 17	STUDENT LANGUAGE
Understand world geography and the effects of geography on society, with an emphasis on the United States.	I can analyze how geographic forces have shaped cultures, societies, and environments around the world.
Learning Standards	
17 A. Locate, describe and explain places, regions and features on the Earth.	I can analyze geographic factors that explain the relationship between the physical and cultural features on Earth.
17 B. Analyze and explain characteristics and interactions of the Earth's physical systems.	I can analyze the interaction and characteristics of Earth's physical systems.
17 C. Understand relationships between geographic factors and society.	I can analyze global issues resulting from human interaction with their environments.
17 D. Understand the historical significance of geography.	I can analyze and interpret the relationship between geography and significant historical events.

Early High Social Science

GOAL 18	STUDENT LANGUAGE
Understand social systems, with an emphasis on the United States.	I can evaluate factors that influence the development of our society and the social systems of other nations.
Learning Standards	
18 A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	I can analyze the influence of languages, literature, the arts, customs and institutions on the process of cultural exchange.
18 B. Understand the roles and interactions of individuals and groups in society.	I can evaluate the effectiveness of individuals and groups who influence our society.
18 C. Understand how social systems form and develop over time.	I can evaluate the factors that have influenced the development of social systems over time.

Late High School Social Science

GOAL 14	STUDENT LANGUAGE
Understand political systems, with an emphasis on the United States.	I can evaluate the influence of United States democratic principles and policies on the development of political systems around the world.
Learning Standards	
14 A. Understand and explain basic principles of the United States Government	I can explain the meaning of the basic principles in the United States constitutional system.
14 B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	I can evaluate the similarities and differences between the local, state and national levels of United States government and governments of other nations.
14 C. Understand election processes and responsibilities of citizens.	I can explain the full range of the responsibilities of citizenship.
14 D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	I can evaluate the effect of citizens and interest groups on public policy decisions in Illinois, the United States and other nations.
14 E. Understand United States foreign policy as it relates to other nations and international issues.	I can evaluate the role of United States foreign policy on international relations.
14 F. Understand the development of United States political ideas and traditions.	I can explain how social changes in the United States affect its democratic principles and traditions.

Late High Social Science

GOAL 15	STUDENT LANGUAGE
Understand economic systems, with an emphasis on the United States.	I can analyze the impact of economic factors on societies around the world.
Learning Standards	
15 A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	I can compare patterns of exchange, production, distribution and consumption of goods and services in different economic systems and explain measures of the economy.
15 B. Understand that scarcity necessitates choices by consumers.	I can explain how prices and other factors affect how consumers use their money.
15 C. Understand that scarcity necessitates choices by producers.	I can explain how prices and other factors affect how producers make their decisions.
15 D. Understand trade as an exchange of goods or services.	I can explain the impact of transaction costs, trade barriers, and technology on trade and explain the costs and benefits of trade.
15 E. Understand the impact of government policies and decisions on production and consumption in the economy.	I can explain how government works to correct market failures and how government policies are influenced by differing economic theories.

Late High Social Science

GOAL 16	STUDENT LANGUAGE
Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.	I can analyze the roles of significant individuals and groups of people during important periods of time and at key turning points in state, national and world history.
Learning Standards	
16 A. Apply the skills of historical analysis and interpretation.	I can use the skills of analysis and interpretation to explain and evaluate significant ideas, events, people and trends.
16 B. Understand the development of significant political events.	I can explain why significant political events developed and changed.
16 C. Understand the development of economic systems.	I can explain the relationships among differing economic systems of the past and present.
16 D. Understand Illinois, United States and world social history.	I can analyze significant ideas individuals, events, and social movements in United States and world history.
16 E. Understand Illinois, United States and world environmental history.	I can evaluate how the environment has influenced the development of Illinois, United States and world history.

Late High Social Science

GOAL 17	STUDENT LANGUAGE
Understand world geography and the effects of geography on society, with an emphasis on the United States.	I can analyze how geographic forces have shaped cultures, societies, and environments around the world.
Learning Standards	
17 A. Locate, describe and explain places, regions and features on the Earth.	I can analyze geographic factors that explain the relationship between the physical and cultural features on Earth.
17 B. Analyze and explain characteristics and interactions of the Earth's physical systems.	I can analyze the interaction and characteristics of Earth's physical systems.
17 C. Understand relationships between geographic factors and society.	I can analyze global issues resulting from human interaction with their environments.
17 D. Understand the historical significance of geography.	I can analyze and interpret the relationship between geography and significant historical events.

Late High Social Science

GOAL 18	STUDENT LANGUAGE
Understand social systems, with an emphasis on the United States.	I can evaluate factors that influence the development of our society and the social systems of other nations.
Learning Standards	
18 A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	I can analyze the influence of languages, literature, the arts, customs and institutions on the process of cultural exchange.
18 B. Understand the roles and interactions of individuals and groups in society.	I can evaluate the effectiveness of individuals and groups who influence our society.
18 C. Understand how social systems form and develop over time.	I can evaluate the factors that have influenced the development of social systems over time.