

***SRA Skills Handbook: Using Social Studies***  
**correlation to**  
**Illinois Learning Standards: Social Studies: Early Elementary**  
**Grade 1**

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>A. Understand and explain basic principles of the United States government.</b>
<b>14.A.1. Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.</b>

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</b>
<b>14.B.1. Identify the different levels of government as local, state and national.</b>
<b>Student Edition:</b> Card 1.10
<b>Teacher's Guide:</b> page 25

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>C. Understand election processes and responsibilities of citizens.</b>
<b>14.C.1. Identify concepts of citizenship including respect for the law, patriotism, civility and working with others.</b>
<b>Student Edition:</b> Cards 1.10, 1.13
<b>Teacher's Guide:</b> pages 26, 27, 32, 33, 58, 59, 64, 65

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</b>
<b>14.D.1. Identify the roles of civic leaders (e.g., elected leaders, public service leaders).</b>
<b>Student Edition:</b> Card 1.10
<b>Teacher's Guide:</b> page 25

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>E. Understand United States foreign policy as it relates to other nations and international issues.</b>
<b>14.E.1. Identify relationships that the federal government establishes with other nations.</b>
<b>Student Edition:</b> Card 1.3
<b>Teacher's Guide:</b> pages 12, 13, 44, 45

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>F. Understand the development of United States political ideas and traditions.</b>
<b>14.F.1. Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.</b>
<b>Student Edition:</b> Card 1.13
<b>Teacher's Guide:</b> pages 32, 33, 64, 65

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.1a. Identify advantages and disadvantages of different ways to distribute goods and services.</b>
<b>Student Edition:</b> Card 1.8
<b>Teacher's Guide:</b> pages 22, 23, 54, 55

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.1b. Describe how wages/salaries can be earned in exchange for work.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.1. Explain why consumers must make choices.</b>
<b>Student Edition:</b> Card 1.6
<b>Teacher's Guide:</b> pages 18, 19, 50, 51

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.1a. Describe how human, natural and capital resources are used to produce goods and services.</b>
<b>Student Edition:</b> Cards 1.7, 1.8
<b>Teacher's Guide:</b> pages 20, 21, 22, 23, 52, 53, 54, 55

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.1b. Identify limitations in resources that force producers to make choices about what to produce.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.1a. Demonstrate the benefits of simple voluntary exchanges.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.1b. Know that barter is a type of exchange and that money makes exchange easier.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>
<b>15.E.1. Identify goods and services provided by government.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.1a. Explain the difference between past, present and future time; place themselves in time.</b>
<b>Student Edition:</b> Cards 1.12, 1.16
<b>Teacher's Guide:</b> pages 30, 31, 38, 39, 62, 63, 70, 71

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.1b. Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</b>
<b>Student Edition:</b> Cards 1.9, 1.12
<b>Teacher's Guide:</b> pages 24, 25, 30, 31, 56, 57, 62, 63

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.1c. Describe how people in different times and places viewed the world in different ways.</b>
<b>Student Edition:</b> Card 1.12
<b>Teacher's Guide:</b> pages 30, 31, 62, 63

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.1a. (US) Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.1b. (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).</b>
<b>Student Edition:</b> Cards 1.9, 1.15
<b>Teacher's Guide:</b> pages 24, 25, 36, 37, 56, 57, 68, 69

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.1. (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</b>
<b>Student Edition:</b> Card 1.9
<b>Teacher's Guide:</b> pages 24, 25, 56, 57

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.1a. (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.</b>
<b>Student Edition:</b> Card 1.2
<b>Teacher's Guide:</b> pages 30, 31, 62, 63

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.1b. (US) Explain how the economy of the students' local community has changed over time.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.1c. (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.</b>
<b>Student Edition:</b> Cards 1.11, 1.12
<b>Teacher's Guide:</b> pages 29, 30, 31, 62, 63

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.1d. (W) Explain how trade among people brought an exchange of ideas, technology and language.</b>
<b>Student Edition:</b> Card 1.12
<b>Teacher's Guide:</b> pages 30, 31, 62, 63

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.1. (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.1. (W) Identify how customs and traditions from around the world influence the local community.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.1. (US) Describe how the local environment has changed over time.</b>
<b>Student Edition:</b> Card 1.10
<b>Teacher's Guide:</b> pages 26, 27, 58, 59

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.1. (W) Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.</b>
<b>Student Edition:</b> Card 1.12
<b>Teacher's Guide:</b> pages 30, 31, 62, 63

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.1a. Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).</b>
<b>Student Edition:</b> Cards 1.2, 1.3, 1.4
<b>Teacher's Guide:</b> pages 10, 11, 12, 13, 14, 42, 43, 44, 45, 46, 47

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.1b. Identify the characteristics and purposes of geographic representations, including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.</b>
<b>Student Edition:</b> Cards 1.1, 1.2, 1.3, 1.4
<b>Teacher's Guide:</b> pages 8, 9, 10, 11, 12, 13, 14, 15, 40, 41, 42, 43, 44, 45, 46, 47

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</b>
<b>17.B.1a. Identify components of the Earth's physical systems.</b>
<b>Student Edition:</b> Card 1.3
<b>Teacher's Guide:</b> pages 12, 13, 44, 45

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</b>
<b>17.B.1b. Describe physical components of ecosystems.</b>
<b>Student Edition:</b> Card 1.10
<b>Teacher's Guide:</b> pages 26, 27, 58, 59

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.1a. Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).</b>
<b>Student Edition:</b> Cards 1.4, 1.7
<b>Teacher's Guide:</b> pages 14, 15, 20, 21, 46, 47, 52, 53

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.1b. Identify opportunities and constraints of the physical environment.</b>

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.1c. Explain the difference between renewable and nonrenewable resources.</b>
<b>Student Edition:</b> Card 1.10
<b>Teacher's Guide:</b> pages 26, 27, 58, 59

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>D. Understand the historical significance of geography.</b>
<b>17.D.1. Identify changes in geographic characteristics of a local region (e.g., town, community).</b>
<b>Student Edition:</b> Cards 1.4, 1.10
<b>Teacher's Guide:</b> pages 14, 15, 26, 27, 46, 47, 58, 59

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>A. Compare characteristics of cultures as reflected in language, literature, the arts, traditions and institutions.</b>
<b>18.A.1. Identify folklore from different cultures which became part of the heritage of the United States.</b>
<b>Student Edition:</b> Card 1.12
<b>Teacher's Guide:</b> pages 30, 31, 62, 63

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.1a. Compare the roles of individuals in group situations (e.g., student, committee member, employee/employer).</b>
<b>Student Edition:</b> Card 1.10
<b>Teacher's Guide:</b> pages 26, 27, 58, 59

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.1b. Identify major social institutions in the community.</b>

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>C. Understand how social systems form and develop over time.</b>
<b>18.C.1. Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.</b>
<b>Student Edition:</b> Card 1.6
<b>Teacher's Guide:</b> pages 18, 19, 50, 51

***SRA Skills Handbook: Using Social Studies***  
**correlation to**  
**Illinois Learning Standards: Social Studies: Early Elementary**  
**Grade 2**

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>A. Understand and explain basic principles of the United States government.</b>
<b>14.A.1. Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.</b>
<b>Student Edition:</b> Card 2.13
<b>Teacher's Guide:</b> pages 32, 33, 63, 64

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</b>
<b>14.B.1. Identify the different levels of government as local, state and national.</b>

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>C. Understand election processes and responsibilities of citizens.</b>
<b>14.C.1. Identify concepts of citizenship including respect for the law, patriotism, civility and working with others.</b>
<b>Student Edition:</b> Cards 2.7, 2.14
<b>Teacher's Guide:</b> pages 20, 21, 34, 35, 52, 53, 66, 67

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</b>
<b>14.D.1. Identify the roles of civic leaders (e.g., elected leaders, public service leaders).</b>

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>E. Understand United States foreign policy as it relates to other nations and international issues.</b>
<b>14.E.1. Identify relationships that the federal government establishes with other nations.</b>

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>F. Understand the development of United States political ideas and traditions.</b>
<b>14.F.1. Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.</b>
<b>Student Edition:</b> Card 2.14
<b>Teacher's Guide:</b> pages 34, 35, 66, 67

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.1a. Identify advantages and disadvantages of different ways to distribute goods and services.</b>
<b>Student Edition:</b> Card 2.8
<b>Teacher's Guide:</b> pages 22, 23, 54, 55

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.1b. Describe how wages/salaries can be earned in exchange for work.</b>
<b>Student Edition:</b> Card 2.12
<b>Teacher's Guide:</b> pages 30, 31, 62, 63

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.1. Explain why consumers must make choices.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.1a. Describe how human, natural and capital resources are used to produce goods and services.</b>
<b>Student Edition:</b> Cards 2.6, 2.8, 2.12
<b>Teacher's Guide:</b> pages 18, 19, 22, 23, 30, 31, 50, 51, 54, 55, 62, 63

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.1b. Identify limitations in resources that force producers to make choices about what to produce.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.1a. Demonstrate the benefits of simple voluntary exchanges.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.1b. Know that barter is a type of exchange and that money makes exchange easier.</b>
<b>Student Edition:</b> Cards 2.5, 2.8, 2.12
<b>Teacher's Guide:</b> pages 16, 17, 22, 23, 30, 31, 48, 49, 54, 55, 62, 63



<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>
<b>15.E.1. Identify goods and services provided by government.</b>
<b>Student Edition:</b> Card 2.6
<b>Teacher's Guide:</b> pages 18, 19, 50, 51

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.1a. Explain the difference between past, present and future time; place themselves in time.</b>
<b>Student Edition:</b> Cards 2.7, 2.9, 2.10, 2.16
<b>Teacher's Guide:</b> pages 20, 21, 24, 25, 26, 27, 38, 39, 52, 53, 56, 57, 58, 59, 70, 71

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.1b. Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</b>
<b>Student Edition:</b> Cards 2.3, 2.4, 2.7, 2.9, 2.10, 2.11
<b>Teacher's Guide:</b> pages 12, 13, 14, 15, 20, 21, 24, 25, 26, 27, 28, 29, 44, 45, 46, 47, 52, 53, 56, 57, 58, 59, 60, 61

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.1c. Describe how people in different times and places viewed the world in different ways.</b>
<b>Student Edition:</b> Cards 2.3, 2.4, 2.9, 2.10
<b>Teacher's Guide:</b> pages 12, 13, 14, 15, 24, 25, 26, 27, 44, 45, 46, 47, 56, 57, 58, 59

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.1a. (US) Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.1b. (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).</b>
<b>Student Edition:</b> Cards 2.4, 2.7, 2.11, 2.16
<b>Teacher's Guide:</b> pages 14, 15, 20, 21, 28, 29, 38, 39, 46, 47, 52, 53, 60, 61, 70, 71

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.1. (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</b>
<b>Student Edition:</b> Cards 2.3, 2.4, 2.11
<b>Teacher's Guide:</b> pages 12, 13, 14, 15, 28, 29, 44, 45, 46, 47, 60, 61

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.1a. (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.</b>
<b>Student Edition:</b> Card 2.15
<b>Teacher's Guide:</b> pages 36, 37, 68, 69

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.1b. (US) Explain how the economy of the students' local community has changed over time.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.1c. (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.</b>
<b>Student Edition:</b> Cards 2.3, 2.10
<b>Teacher's Guide:</b> pages 12, 13, 26, 27, 44, 45, 58, 59

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.1d. (W) Explain how trade among people brought an exchange of ideas, technology and language.</b>
<b>Student Edition:</b> Cards 2.4, 2.10, 2.15
<b>Teacher's Guide:</b> pages 14, 15, 26, 27, 36, 37, 46, 47, 58, 59, 68, 69

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.1. (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.1. (W) Identify how customs and traditions from around the world influence the local community.</b>
<b>Student Edition:</b> Cards 2.15, 2.16
<b>Teacher's Guide:</b> pages 36, 37, 38, 39, 68, 69, 70, 71

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.1. (US) Describe how the local environment has changed over time.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.1. (W) Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.</b>

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.1a. Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).</b>
<b>Student Edition:</b> Cards 2.1, 2.2, 2.3, 2.4
<b>Teacher's Guide:</b> pages 8, 9, 10, 11, 12, 13, 14, 15, 40, 41, 42, 43, 44, 45, 46, 47

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.1b. Identify the characteristics and purposes of geographic representations, including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.</b>
<b>Student Edition:</b> Cards 2.1, 2.2, 2.3, 2.4
<b>Teacher's Guide:</b> pages 8, 9, 10, 11, 12, 13, 14, 15, 40, 41, 42, 43, 44, 45, 46, 47

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</b>
<b>17.B.1a. Identify components of the Earth's physical systems.</b>
<b>Student Edition:</b> Cards 2.1, 2.2, 2.3, 2.4
<b>Teacher's Guide:</b> pages 8, 9, 10, 11, 12, 13, 14, 15, 40, 41, 42, 43, 44, 45, 46, 47

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth’s physical systems.</b>
<b>17.B.1b. Describe physical components of ecosystems.</b>
<b>Student Edition:</b> Card 2.2
<b>Teacher’s Guide:</b> pages 10, 11, 42, 43

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.1a. Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).</b>
<b>Student Edition:</b> Cards 2.3, 2.8, 2.15
<b>Teacher’s Guide:</b> pages 12, 13, 22, 23, 36, 37, 44, 45, 54, 55, 68, 69

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.1b. Identify opportunities and constraints of the physical environment.</b>
<b>Student Edition:</b> Cards 2.4, 2.8, 2.10, 2.15
<b>Teacher’s Guide:</b> pages 14, 15, 22, 23, 26, 27, 36, 37, 46, 47, 54, 55, 58, 59, 68, 69

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.1c. Explain the difference between renewable and nonrenewable resources.</b>
<b>Student Edition:</b> Card 2.13
<b>Teacher’s Guide:</b> pages 32, 33, 64, 65

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>D. Understand the historical significance of geography.</b>
<b>17.D.1. Identify changes in geographic characteristics of a local region (e.g., town, community).</b>
<b>Student Edition:</b> Card 2.3
<b>Teacher’s Guide:</b> pages 12, 13, 44, 45

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>A. Compare characteristics of cultures as reflected in language, literature, the arts, traditions and institutions.</b>
<b>18.A.1. Identify folklore from different cultures which became part of the heritage of the United States.</b>
<b>Student Edition:</b> Card 2.16
<b>Teacher’s Guide:</b> pages 38, 39, 70, 71

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.1a. Compare the roles of individuals in group situations (e.g., student, committee member, employee/employer).</b>
<b>Student Edition:</b> Card 2.14
<b>Teacher's Guide:</b> pages 34, 35, 66, 67

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.1b. Identify major social institutions in the community.</b>

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>C. Understand how social systems form and develop over time.</b>
<b>18.C.1. Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.</b>
<b>Student Edition:</b> Cards 2.13, 2.15
<b>Teacher's Guide:</b> pages 32, 33, 36, 37, 64, 65, 68, 69

***SRA Skills Handbook: Using Social Studies***  
**correlation to**  
**Illinois Learning Standards: Social Studies: Early Elementary**  
**Grade 3**

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>A. Understand and explain basic principles of the United States government.</b>
<b>14.A.1. Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.</b>
<b>Student Edition:</b> pages 130, 131, 132, 133, 134, 135, 188, 189, 190, 191
<b>Teacher's Guide:</b> pages 54, 55, 76, 77
<b>Skills Workbook:</b> pages 53, 54, 75, 76

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</b>
<b>14.B.1. Identify the different levels of government as local, state and national.</b>
<b>Student Edition:</b> pages 188, 189, 190, 191
<b>Teacher's Guide:</b> pages 76, 77
<b>Skills Workbook:</b> pages 75, 76

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>C. Understand election processes and responsibilities of citizens.</b>
<b>14.C.1. Identify concepts of citizenship including respect for the law, patriotism, civility and working with others.</b>
<b>Student Edition:</b> pages 80, 81, 82, 83, 162, 163, 164, 165, 166, 167, 196, 197, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 32, 33, 66, 67, 80, 81
<b>Skills Workbook:</b> pages 31, 32, 65, 66, 79, 80

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</b>
<b>14.D.1. Identify the roles of civic leaders (e.g., elected leaders, public service leaders).</b>
<b>Student Edition:</b> pages 156, 157, 158, 159, 160, 161, 188, 189, 190, 191
<b>Teacher's Guide:</b> pages 64, 65, 76, 77
<b>Skills Workbook:</b> pages 63, 64, 75, 76

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>E. Understand United States foreign policy as it relates to other nations and international issues.</b>
<b>14.E.1. Identify relationships that the federal government establishes with other nations.</b>

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>F. Understand the development of United States political ideas and traditions.</b>
<b>14.F.1. Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.</b>
<b>Student Edition:</b> pages 130, 131, 132, 133, 134, 135
<b>Teacher's Guide:</b> pages 54, 55
<b>Skills Workbook:</b> pages 53, 54

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.1a. Identify advantages and disadvantages of different ways to distribute goods and services.</b>
<b>Student Edition:</b> pages 98, 99, 100, 101, 126, 127, 128, 129, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 192, 193, 194, 195
<b>Teacher's Guide:</b> pages 40, 41, 52, 53, 70, 71, 72, 73, 74, 75, 78, 79
<b>Skills Workbook:</b> pages 39, 40, 51, 52, 69, 70, 72, 73, 74, 75, 77, 78

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.1b. Describe how wages/salaries can be earned in exchange for work.</b>
<b>Student Edition:</b> pages 74, 75, 76, 77, 78, 79, 176, 177, 178, 179
<b>Teacher's Guide:</b> pages 30, 31, 70, 71
<b>Skills Workbook:</b> pages 29, 30, 69, 70

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.1. Explain why consumers must make choices.</b>
<b>Student Edition:</b> pages 80, 81, 82, 83, 94, 95, 96, 97, 98, 99, 100, 101, 122, 123, 124, 125, 126, 127, 128, 129, 184, 185, 186, 187, 188, 189
<b>Teacher's Guide:</b> pages 32, 33, 38, 39, 40, 41, 50, 51, 52, 53, 74, 75
<b>Skills Workbook:</b> pages 31, 32, 37, 38, 38, 49, 49, 50, 51, 52, 74, 75

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.1a. Describe how human, natural and capital resources are used to produce goods and services.</b>
<b>Student Edition:</b> pages 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 98, 99, 100, 101, 126, 127, 128, 129, 150, 151, 152, 153, 154, 155, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 192, 193, 194, 195
<b>Teacher's Guide:</b> pages 30, 31, 32, 33, 40, 41, 52, 53, 62, 63, 70, 71, 72, 73, 74, 75, 78, 79
<b>Skills Workbook:</b> pages 29, 30, 31, 32, 39, 40, 51, 52, 61, 62, 69, 70, 71, 72, 73, 74, 77, 78

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.1b. Identify limitations in resources that force producers to make choices about what to produce.</b>
<b>Student Edition:</b> pages 64, 65, 66, 67, 150, 151, 152, 153, 154, 155, 170, 171, 172, 173, 174, 175, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189
<b>Teacher's Guide:</b> pages 26, 27, 62, 63, 68, 69, 72, 73, 74, 75
<b>Skills Workbook:</b> pages 25, 26, 61, 62, 67, 68, 71, 72, 73, 74

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.1a. Demonstrate the benefits of simple voluntary exchanges.</b>
<b>Student Edition:</b> pages 98, 99, 100, 101
<b>Teacher's Guide:</b> pages 40, 41
<b>Skills Workbook:</b> pages 39, 40

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.1b. Know that barter is a type of exchange and that money makes exchange easier.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>
<b>15.E.1. Identify goods and services provided by government.</b>
<b>Student Edition:</b> pages 50, 51, 52, 53
<b>Teacher's Guide:</b> pages 20, 21
<b>Skills Workbook:</b> pages 19, 20

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.1a. Explain the difference between past, present and future time; place themselves in time.</b>
<b>Student Edition:</b> pages 38, 39, 40, 41, 42, 43, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 90, 91, 92, 93, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 170, 171, 172, 173, 174, 175, 184, 185, 186, 187, 188, 189
<b>Teacher's Guide:</b> pages 16, 17, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 36, 37, 46, 47, 48, 49, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 74, 75
<b>Skills Workbook:</b> pages 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 35, 36, 45, 46, 47, 48, 53, 54, 55, 56, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 73, 74



<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.1b. Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</b>
<b>Student Edition:</b> pages 38, 39, 40, 41, 42, 43, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 184, 185, 186, 187, 188, 189  <b>Teacher’s Guide:</b> pages 16, 17, 24, 25, 26, 27, 28, 29, 44, 45, 46, 47, 48, 49, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 74, 75  <b>Skills Workbook:</b> pages 15, 16, 23, 24, 25, 26, 27, 28, 43, 44, 45, 46, 47, 48, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 73, 74

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.1c. Describe how people in different times and places viewed the world in different ways.</b>
<b>Student Edition:</b> pages 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 56, 57, 58, 59, 60, 61, 62, 63, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 90, 91, 92, 93, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 150, 151, 152, 153, 154, 155  <b>Teacher’s Guide:</b> pages 16, 17, 18, 19, 22, 23, 24, 25, 28, 29, 30, 31, 36, 37, 54, 55, 56, 57, 62, 63  <b>Skills Workbook:</b> pages 15, 16, 17, 18, 21, 22, 23, 24, 27, 28, 29, 30, 35, 36, 53, 54, 55, 56, 61, 62

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.1a. (US) Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).</b>
<b>Student Edition:</b> pages 20, 21, 22, 23, 24, 25, 26, 27  <b>Teacher’s Guide:</b> pages 8, 9, 14, 15  <b>Skills Workbook:</b> pages 7, 8, 13, 14

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.1b. (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).</b>
<b>Student Edition:</b> pages 38, 39, 40, 41, 42, 43, 84, 85, 86, 87, 104, 105, 106, 107, 116, 117, 118, 119, 120, 121, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 146, 147, 148, 149, 156, 157, 158, 159, 160, 161  <b>Teacher’s Guide:</b> pages 16, 17, 34, 35, 42, 43, 48, 49, 54, 55, 56, 57, 60, 61, 64, 65  <b>Skills Workbook:</b> pages 15, 16, 33, 34, 41, 42, 47, 48, 53, 54, 55, 56, 59, 60, 63, 64

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.1. (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</b>
<b>Student Edition:</b> pages 38, 39, 40, 41, 42, 43, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 116, 117, 118, 119, 120, 121, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 146, 147, 148, 149, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 184, 185, 186, 187, 188, 189  <b>Teacher's Guide:</b> pages 16, 17, 26, 27, 28, 29, 34, 35, 36, 37, 48, 49, 54, 55, 56, 57, 60, 61, 64, 65, 66, 67, 74, 75  <b>Skills Workbook:</b> pages 15, 16, 25, 26, 27, 28, 33, 34, 35, 36, 47, 48, 53, 54, 55, 56, 59, 60, 63, 64, 65, 66, 73, 74

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.1a. (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.</b>
<b>Student Edition:</b> pages 44, 45, 46, 47, 48, 49, 60, 61, 62, 63  <b>Teacher's Guide:</b> pages 18, 19, 24, 25  <b>Skills Workbook:</b> pages 17, 18, 23, 24

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.1b. (US) Explain how the economy of the students' local community has changed over time.</b>
<b>Student Edition:</b> pages 56, 57, 58, 59, 150, 151, 152, 153, 154, 155, 170, 171, 172, 173, 174, 175, 184, 185, 186, 187, 188, 189  <b>Teacher's Guide:</b> pages 22, 23, 62, 63, 68, 69, 74, 75  <b>Skills Workbook:</b> pages 21, 22, 61, 62, 67, 68, 73, 74

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.1c. (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.</b>
<b>Student Edition:</b> pages 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 116, 117, 118, 119, 120, 121, 150, 151, 152, 153, 154, 155, 162, 163, 164, 165, 166, 167, 184, 185, 186, 187, 188, 189  <b>Teacher's Guide:</b> pages 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 48, 49, 62, 63, 66, 67, 74, 75  <b>Skills Workbook:</b> pages 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 47, 48, 61, 62, 65, 66, 73, 74

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.1d. (W) Explain how trade among people brought an exchange of ideas, technology and language.</b>
<b>Student Edition:</b> pages 38, 39, 40, 41, 42, 43, 90, 91, 92, 93, 116, 117, 118, 119, 120, 121, 136, 137, 138, 139
<b>Teacher's Guide:</b> pages 16, 17, 36, 37, 48, 49, 56, 57
<b>Skills Workbook:</b> pages 15, 16, 35, 36, 47, 48, 55, 56

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.1. (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.</b>
<b>Student Edition:</b> pages 34, 35, 36, 37, 112, 113, 114, 115
<b>Teacher's Guide:</b> pages 14, 15, 46, 47
<b>Skills Workbook:</b> pages 13, 14, 45, 46

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.1. (W) Identify how customs and traditions from around the world influence the local community.</b>
<b>Student Edition:</b> pages 38, 39, 40, 41, 42, 43, 116, 117, 118, 119, 120, 121
<b>Teacher's Guide:</b> pages 16, 17, 48, 49
<b>Skills Workbook:</b> pages 15, 16, 47, 48

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.1. (US) Describe how the local environment has changed over time.</b>
<b>Student Edition:</b> pages 38, 39, 40, 41, 42, 43
<b>Teacher's Guide:</b> pages 16, 17
<b>Skills Workbook:</b> pages 15, 16

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.1. (W) Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.</b>
<b>Student Edition:</b> pages 44, 45, 46, 47, 48, 49, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 136, 137, 138, 139
<b>Teacher's Guide:</b> pages 18, 19, 26, 27, 28, 29, 56, 57
<b>Skills Workbook:</b> pages 17, 18, 25, 26, 27, 28, 55, 56

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.1a. Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).</b>
<b>Student Edition:</b> pages 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53
<b>Teacher's Guide:</b> pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
<b>Skills Workbook:</b> pages 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.1b. Identify the characteristics and purposes of geographic representations, including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.</b>
<b>Student Edition:</b> pages 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53
<b>Teacher's Guide:</b> pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
<b>Skills Workbook:</b> pages 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</b>
<b>17.B.1a. Identify components of the Earth's physical systems.</b>
<b>Student Edition:</b> pages 4, 5, 6, 7, 8, 9, 20, 21, 22, 23, 28, 29, 30, 31, 32, 33, 38, 39, 40, 41, 42, 43
<b>Teacher's Guide:</b> pages 2, 3, 8, 9, 12, 13, 16, 17
<b>Skills Workbook:</b> pages 1, 2, 7, 8, 11, 12, 15, 16

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</b>
<b>17.B.1b. Describe physical components of ecosystems.</b>
<b>Student Edition:</b> pages 68, 69, 70, 71, 72, 73
<b>Teacher's Guide:</b> pages 28, 29
<b>Skills Workbook:</b> pages 27, 28

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.1a. Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).</b>
<b>Student Edition:</b> pages 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 60, 61, 62, 63, 64, 65, 66, 67, 150, 151, 152, 153, 154, 155, 192, 193, 194, 195
<b>Teacher's Guide:</b> pages 4, 5, 6, 7, 24, 25, 26, 27, 62, 63, 78, 79
<b>Skills Workbook:</b> pages 3, 4, 5, 6, 23, 24, 25, 26, 61, 62, 77, 78

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.1b. Identify opportunities and constraints of the physical environment.</b>
<b>Student Edition:</b> pages 68, 69, 70, 71, 72, 73, 136, 137, 138, 139, 192, 193, 194, 195
<b>Teacher's Guide:</b> pages 28, 29, 56, 57, 78, 79
<b>Skills Workbook:</b> pages 27, 28, 55, 56, 77, 78

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.1c. Explain the difference between renewable and nonrenewable resources.</b>
<b>Student Edition:</b> pages 64, 65, 66, 67, 80, 81, 82, 83
<b>Teacher's Guide:</b> pages 26, 27, 32, 33
<b>Skills Workbook:</b> pages 25, 26, 31, 32

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>D. Understand the historical significance of geography.</b>
<b>17.D.1. Identify changes in geographic characteristics of a local region (e.g., town, community).</b>
<b>Student Edition:</b> pages 14, 15, 16, 17, 18, 19
<b>Teacher's Guide:</b> pages 6, 7
<b>Skills Workbook:</b> pages 5, 6

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>A. Compare characteristics of cultures as reflected in language, literature, the arts, traditions and institutions.</b>
<b>18.A.1. Identify folklore from different cultures which became part of the heritage of the United States.</b>
<b>Student Edition:</b> pages 68, 69, 70, 71, 72, 73, 116, 117, 118, 119, 120, 121
<b>Teacher's Guide:</b> pages 28, 29, 48, 49
<b>Skills Workbook:</b> pages 27, 28, 47, 48

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.1a. Compare the roles of individuals in group situations (e.g., student, committee member, employee/employer).</b>
<b>Student Edition:</b> pages 80, 81, 82, 83, 112, 113, 114, 115
<b>Teacher's Guide:</b> pages 32, 33, 46, 47
<b>Skills Workbook:</b> pages 31, 32, 45, 46

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<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.1b. Identify major social institutions in the community.</b>
<b>Student Edition:</b> pages 34, 35, 36, 37, 112, 113, 114, 115
<b>Teacher’s Guide:</b> pages 14, 15, 46, 47
<b>Skills Workbook:</b> pages 13, 14, 45, 46

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>C. Understand how social systems form and develop over time.</b>
<b>18.C.1. Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.</b>
<b>Student Edition:</b> pages 60, 61, 62, 63, 116, 117, 118, 119, 120, 121, 150, 151, 152, 153, 154, 155
<b>Teacher’s Guide:</b> pages 24, 25, 48, 49, 62, 63
<b>Skills Workbook:</b> pages 23, 24, 27, 28, 61, 62

***SRA Skills Handbook: Using Social Studies***  
**correlation to**  
**Illinois Learning Standards: Social Studies: Late Elementary**  
**Grade 4**

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>A. Understand and explain basic principles of the United States government.</b>
<b>14.A.2. Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.</b>
<b>Student Edition:</b> pages 64, 65, 66, 67, 82, 83, 84, 85, 86, 87, 134, 135, 136, 137, 138, 139
<b>Teacher's Guide:</b> pages 26, 27, 34, 35, 56, 57
<b>Skills Workbook:</b> pages 25, 26, 33, 34, 55, 56

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</b>
<b>14.B.2. Explain what government does at local, state and national levels. Identify the different levels of government as local, state and national.</b>
<b>Student Edition:</b> pages 130, 131, 132, 133, 186, 187, 188, 189, 190, 191, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 54, 55, 76, 77, 80, 81
<b>Skills Workbook:</b> pages 53, 54, 75, 76, 79, 80

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>C. Understand election processes and responsibilities of citizens.</b>
<b>14.C.2. Describe and evaluate why rights and responsibilities are import to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).</b>
<b>Student Edition:</b> pages 64, 65, 66, 67, 134, 135, 136, 137, 138, 139, 192, 193, 194, 195, 196, 197
<b>Teacher's Guide:</b> pages 26, 27, 56, 57, 78, 79
<b>Skills Workbook:</b> pages 25, 26, 55, 56, 77, 78

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</b>
<b>14.D.2. Explain ways that individuals and groups influence and shape public policy.</b>
<b>Student Edition:</b> pages 64, 65, 66, 67, 102, 103, 104, 105, 134, 135, 136, 137, 138, 139, 150, 151, 152, 153, 154, 155, 164, 165, 166, 167, 168, 169
<b>Teacher's Guide:</b> pages 26, 27, 42, 43, 56, 57, 62, 63, 66, 67
<b>Skills Workbook:</b> pages 25, 26, 41, 42, 55, 56, 61, 62, 65, 66

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>E. Understand United States foreign policy as it relates to other nations and international issues.</b>
<b>14.E.2. Determine and explain the leadership role of the United States in international settings.</b>
<b>Student Edition:</b> pages 140, 141, 142, 143, 144, 145
<b>Teacher's Guide:</b> pages 58, 59
<b>Skills Workbook:</b> pages 57, 58

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>F. Understand the development of United States political ideas and traditions.</b>
<b>14.F.2. Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).</b>
<b>Student Edition:</b> pages 56, 57, 58, 59, 88, 89, 90, 91, 102, 103, 104, 105, 114, 115, 116, 117, 118, 119, 134, 135, 136, 137, 138, 139
<b>Teacher's Guide:</b> pages 22, 23, 36, 37, 42, 43, 48, 49, 56, 57
<b>Skills Workbook:</b> pages 21, 22, 35, 36, 41, 42, 47, 48, 55, 56

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.2a. Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.</b>
<b>Student Edition:</b> pages 170, 171, 172, 173, 178, 179, 180, 181, 182, 183, 184, 185
<b>Teacher's Guide:</b> pages 68, 69, 72, 73, 74, 75
<b>Skills Workbook:</b> pages 67, 68, 71, 72, 73, 74

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.2b. Describe how incomes reflect choices made about education and careers.</b>
<b>Student Edition:</b> pages 174, 175, 176, 177
<b>Teacher's Guide:</b> pages 70, 71
<b>Skills Workbook:</b> pages 69, 70

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.2c. Describe unemployment.</b>



<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.2a. Identify factors that affect how consumers make their choices.</b>
<b>Student Edition:</b> pages 92, 93, 94, 95, 96, 97, 98, 99, 174, 175, 176, 177, 178, 179, 180, 181
<b>Teacher’s Guide:</b> pages 38, 39, 40, 41, 70, 71, 72, 73
<b>Skills Workbook:</b> pages 37, 38, 39, 40, 69, 70, 71, 72

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.2b. Explain the relationship between the quality of goods/services purchased and price.</b>
<b>Student Edition:</b> pages 92, 93, 94, 95, 170, 171, 172, 173
<b>Teacher’s Guide:</b> pages 38, 39, 68, 69
<b>Skills Workbook:</b> pages 37, 38, 67, 68

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.2c. Explain that when a choice is made, something else is given up.</b>
<b>Student Edition:</b> pages 96, 97, 98, 99, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185
<b>Teacher’s Guide:</b> pages 40, 41, 70, 71, 72, 73, 74, 75
<b>Skills Workbook:</b> pages 39, 40, 69, 70, 71, 72, 73, 74

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.2a. Describe the relationship between price and quantity supplied of a good or service.</b>
<b>Student Edition:</b> pages 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181
<b>Teacher’s Guide:</b> pages 68, 69, 70, 71, 72, 73
<b>Skills Workbook:</b> pages 67, 68, 69, 70, 71, 72

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.2b. Identify and explain examples of competition in the economy.</b>
<b>Student Edition:</b> pages 92, 93, 94, 95, 174, 175, 176, 177
<b>Teacher’s Guide:</b> pages 38, 39, 70, 71
<b>Skills Workbook:</b> pages 37, 38, 69, 70

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.2c. Describe how entrepreneurs take risks in order to produce goods or services.</b>
<b>Student Edition:</b> pages 60, 61, 62, 63
<b>Teacher’s Guide:</b> pages 24, 25
<b>Skills Workbook:</b> pages 23, 24

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.2a. Explain why people and countries voluntarily exchange goods and services.</b>
<b>Student Edition:</b> pages 96, 97, 98, 99
<b>Teacher's Guide:</b> pages 40, 41
<b>Skills Workbook:</b> pages 39, 40

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.2b. Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.</b>
<b>Student Edition:</b> pages 46, 47, 48, 49, 170, 171, 172, 173
<b>Teacher's Guide:</b> pages 18, 19, 68, 69
<b>Skills Workbook:</b> pages 17, 18, 67, 68

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>
<b>15.E.2a. Explain how and why public goods and services are provided.</b>
<b>Student Edition:</b> pages 78, 79, 80, 81, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 32, 33, 80, 81
<b>Skills Workbook:</b> pages 31, 32, 79, 80

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>
<b>15.E.2b. Identify which public goods and services are provided by differing levels of government.</b>
<b>Student Edition:</b> pages 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 80, 81
<b>Skills Workbook:</b> pages 79, 80

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.2a. Read historical stories and determine events which influenced their writing.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.2b. Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.</b>
<b>Student Edition:</b> pages 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 124, 125, 126, 127, 128, 129, 150, 151, 152, 153, 154, 155
<b>Teacher's Guide:</b> pages 22, 23, 24, 25, 26, 27, 28, 29, 34, 35, 36, 37, 46, 47, 48, 49, 52, 53, 62, 63
<b>Skills Workbook:</b> pages 21, 22, 23, 24, 25, 26, 27, 28, 33, 34, 35, 36, 45, 46, 47, 48, 51, 52, 61, 62

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.2c. Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.</b>
<b>Student Edition:</b> pages 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 124, 125, 126, 127, 128, 129, 140, 141, 1442, 143, 144, 145, 150, 151, 152, 153, 154, 155, 164, 165, 166, 167, 168, 169
<b>Teacher's Guide:</b> pages 12, 13, 14, 15, 22, 23, 24, 25, 26, 27, 28, 29, 34, 35, 36, 37, 46, 47, 48, 49, 52, 53, 58, 59, 62, 63, 66, 67
<b>Skills Workbook:</b> pages 11, 12, 13, 14, 21, 22, 23, 24, 25, 26, 27, 28, 33, 34, 35, 36, 45, 46, 47, 48, 51, 52, 57, 58, 61, 62, 65, 66

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2a. (US) Describe how the Europeans colonies in North America developed politically.</b>
<b>Student Edition:</b> pages 82, 83, 84, 85, 86, 87, 164, 165, 166, 167, 168, 169
<b>Teacher's Guide:</b> pages 34, 35, 66, 67
<b>Skills Workbook:</b> pages 33, 34, 65, 66

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2b. (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.</b>
<b>Student Edition:</b> pages 30, 31, 32, 33, 34, 35, 64, 65, 66, 67, 82, 83, 84, 85, 86, 87, 124, 125, 126, 127, 128, 129, 150, 151, 152, 153, 154, 155, 164, 165, 166, 167, 168, 169
<b>Teacher's Guide:</b> pages 12, 13, 26, 27, 34, 35, 52, 53, 62, 63, 66, 67
<b>Skills Workbook:</b> pages 11, 12, 25, 26, 33, 34, 51, 52, 61, 62, 65, 66

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2c. (US) Identify presidential elections that were pivotal in the formation of modern political parties.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2d. (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 20<sup>th</sup> century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.</b>
<b>Student Edition:</b> pages 36, 37, 38, 39, 40, 41, 88, 89, 90, 91, 106, 107, 108, 109, 114, 115, 116, 117, 118, 119, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 164, 165, 166, 167, 168, 169
<b>Teacher's Guide:</b> pages 14, 15, 36, 37, 44, 45, 48, 49, 58, 59, 60, 61, 66, 67
<b>Skills Workbook:</b> pages 13, 14, 35, 36, 43, 44, 47, 48, 57, 58, 59, 60, 65, 66

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2a. (W) Describe the historical development of monarchies, oligarchies and city-states in ancient civilizations.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2b. (W) Describe the origins of Western political ideas and institutions (e.g., Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment).</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2a. (US) Describe how slavery and indentured servitude influenced the early economy of the United States.</b>
<b>Student Edition:</b> pages 56, 57, 58, 59
<b>Teacher's Guide:</b> pages 62, 63
<b>Skills Workbook:</b> pages 61, 62

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2b. (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.</b>
<b>Student Edition:</b> pages 150, 151, 152, 153, 154, 155
<b>Teacher's Guide:</b> pages 22, 23
<b>Skills Workbook:</b> pages 21, 22

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2c. (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.</b>
<b>Student Edition:</b> pages 42, 43, 44, 45, 60, 61, 62, 63, 68, 69, 70, 71, 72, 73, 106, 107, 108, 109, 140, 141, 142, 143, 144, 145, 170, 171, 172, 173
<b>Teacher’s Guide:</b> pages 16, 17, 24, 25, 28, 29, 44, 45, 58, 59, 68, 69
<b>Skills Workbook:</b> pages 15, 16, 23, 24, 27, 28, 43, 44, 57, 58, 67, 68

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2a. (W) Describe the economic consequences of the first agricultural revolution, 4000 BCE-1000 BCE.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2b. (W) Describe the basic economic systems of the world’s great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000 BCE – 500 BCE.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2c. (W) Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of the capitalisms and the information/communication revolution.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.2a. (US) Describe the various motives for settling in colonial America.</b>
<b>Student Edition:</b> pages 30, 31, 32, 33, 34, 35
<b>Teacher’s Guide:</b> pages 12, 13
<b>Skills Workbook:</b> pages 11, 12

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.2b. (US) Describe the ways in which participation in the westward movement affected families and communities.</b>
<b>Student Edition:</b> pages 114, 115, 116, 117, 118, 119, 156, 157, 158, 159, 160, 161
<b>Teacher’s Guide:</b> pages 48, 49, 64, 65
<b>Skills Workbook:</b> pages 47, 48, 63, 64

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.2c. (US) Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage, Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States.</b>
<b>Student Edition:</b> pages 56, 57, 58, 59, 102, 103, 104, 105, 110, 111, 112, 113, 134, 135, 136, 137, 138, 139, 146, 147, 148, 149
<b>Teacher’s Guide:</b> pages 22, 23, 42, 43, 46, 47, 56, 57, 60, 61
<b>Skills Workbook:</b> pages 21, 22, 41, 42, 45, 46, 55, 56, 59, 60

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.2. (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).</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2a. (US) Identify environmental factors that drew settlers to the state and region.</b>
<b>Student Edition:</b> pages 46, 47, 48, 49, 156, 157, 158, 159, 160, 161
<b>Teacher’s Guide:</b> pages 18, 19, 64, 65
<b>Skills Workbook:</b> pages 17, 18, 63, 64

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2b. (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.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2c.1. (US) Describe environmental factors that influenced the development of transportation and trade in Illinois.</b>
<b>Student Edition:</b> pages 42, 43, 44, 45, 68, 69, 70, 71, 72, 73, 106, 107, 1008, 109, 140, 141, 142, 143, 144, 145, 156, 157, 158, 159, 160, 161
<b>Teacher’s Guide:</b> pages 16, 17, 28, 29, 44, 45, 58, 59, 64, 65
<b>Skills Workbook:</b> pages 15, 16, 27, 28, 43, 44, 57, 58, 63, 64

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2a. (W) Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2b. (W) Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.</b>

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.2a. Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, and natural hazards.</b>
<b>Student Edition:</b> pages 46, 47, 48, 49, 50, 51, 52, 53
<b>Teacher's Guide:</b> pages 18, 19, 20, 21
<b>Skills Workbook:</b> pages 17, 18, 19, 20

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.2b. Use maps and other geographic representations and instruments to gather information about people, places, and environments.</b>
<b>Student Edition:</b> pages 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53
<b>Teacher's Guide:</b> pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
<b>Skills Workbook:</b> pages 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</b>
<b>17.B.2a. Describe how physical and human processes shape spatial patterns, including erosion, agriculture and settlement.</b>
<b>Student Edition:</b> pages 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 60, 61, 62, 63, 156, 157, 158, 159, 160, 161
<b>Teacher's Guide:</b> pages 12, 13, 14, 15, 16, 17, 18, 19, 24, 25, 64, 65
<b>Skills Workbook:</b> pages 11, 12, 13, 14, 15, 16, 17, 18, 23, 24, 63, 64

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</b>
<b>17.B.2b. Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra.</b>
<b>Student Edition:</b> pages 50, 51, 52, 53, 60, 61, 62, 63, 156, 157, 158, 159, 160, 161
<b>Teacher's Guide:</b> pages 20, 21, 24, 25, 64, 65
<b>Skills Workbook:</b> pages 19, 20, 23, 24, 63, 64

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.2a. Describe how natural events in the physical environment affect human activities.</b>
<b>Student Edition:</b> pages 60, 61, 62, 63
<b>Teacher's Guide:</b> pages 24, 25
<b>Skills Workbook:</b> pages 23, 24

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.2b. Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications).</b>
<b>Student Edition:</b> pages 10, 11, 12, 13, 14, 15, 36, 37, 38, 39, 40, 41, 106, 107, 108, 109, 140, 141, 142, 143, 144, 145, 156, 157, 158, 159, 160, 161
<b>Teacher's Guide:</b> pages 4, 5, 14, 15, 44, 45, 58, 59, 64, 65
<b>Skills Workbook:</b> pages 3, 4, 13, 14, 43, 44, 57, 58, 63, 64

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.2c. Explain how human activity affects the environment.</b>
<b>Student Edition:</b> pages 60, 61, 62, 63
<b>Teacher's Guide:</b> pages 24, 25
<b>Skills Workbook:</b> pages 23, 24

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>D. Understand the historical significance of geography.</b>
<b>17.D.2a. Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.</b>
<b>Student Edition:</b> pages 140, 141, 142, 143, 144, 145
<b>Teacher's Guide:</b> pages 58, 59
<b>Skills Workbook:</b> pages 57, 58

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>D. Understand the historical significance of geography.</b>
<b>17.D.2b. Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.</b>
<b>Student Edition:</b> pages 114, 115, 116, 117, 118, 119
<b>Teacher's Guide:</b> pages 48, 49
<b>Skills Workbook:</b> pages 47, 48



<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>A. Compare characteristics of cultures as reflected in language, literature, the arts, traditions and institutions.</b>
<b>18.A.2. Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.</b>

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.2a. Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).</b>
<b>Student Edition:</b> pages 56, 57, 58, 59, 102, 103, 104, 105, 110, 111, 112, 113, 146, 147, 148, 149
<b>Teacher's Guide:</b> pages 22, 23, 42, 43, 46, 47, 60, 61
<b>Skills Workbook:</b> pages 21, 22, 41, 42, 45, 46, 59, 60

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.2b. Describe the ways in which institutions meet the needs of society.</b>
<b>Student Edition:</b> pages 102, 103, 104, 105
<b>Teacher's Guide:</b> pages 42, 43
<b>Skills Workbook:</b> pages 41, 42

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>C. Understand how social systems form and develop over time.</b>
<b>18.C.2. Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social changes.</b>
<b>Student Edition:</b> pages 102, 103, 104, 105, 110, 111, 112, 113, 146, 147, 148, 149
<b>Teacher's Guide:</b> pages 42, 43, 46, 47, 60, 61
<b>Skills Workbook:</b> pages 41, 42, 45, 46, 59, 60

***SRA Skills Handbook: Using Social Studies***  
**correlation to**  
**Illinois Learning Standards: Social Studies: Late Elementary**  
**Grade 5**

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>A. Understand and explain basic principles of the United States government.</b>
<b>14.A.2. Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.</b>
<b>Student Edition:</b> pages 94, 95, 96, 97, 136, 137, 138, 139
<b>Teacher's Guide:</b> pages 40, 41, 56, 57
<b>Skills Workbook:</b> pages 39, 40, 55, 56

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</b>
<b>14.B.2. Explain what government does at local, state and national levels. Identify the different levels of government as local, state and national.</b>
<b>Student Edition:</b> pages 32, 33, 34, 35, 36, 37, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197
<b>Teacher's Guide:</b> pages 14, 15, 76, 77, 78, 79
<b>Skills Workbook:</b> pages 13, 14, 75, 76, 77, 78

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>C. Understand election processes and responsibilities of citizens.</b>
<b>14.C.2. Describe and evaluate why rights and responsibilities are import to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).</b>
<b>Student Edition:</b> pages 78, 79, 80, 81, 140, 141, 142, 143, 144, 145, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197
<b>Teacher's Guide:</b> pages 32, 33, 58, 59, 76, 77, 78, 79
<b>Skills Workbook:</b> pages 31, 32, 57, 58, 75, 76, 77, 78

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</b>
<b>14.D.2. Explain ways that individuals and groups influence and shape public policy.</b>
<b>Student Edition:</b> pages 78, 79, 94, 95, 96, 97, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197
<b>Teacher's Guide:</b> pages 32, 33, 40, 41, 56, 57, 58, 59, 62, 63, 64, 65, 76, 77, 78, 79
<b>Skills Workbook:</b> pages 31, 32, 39, 40, 55, 56, 57, 58, 61, 62, 63, 64, 75, 76, 77, 78

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>E. Understand United States foreign policy as it relates to other nations and international issues.</b>
<b>14.E.2. Determine and explain the leadership role of the United States in international settings.</b>
<b>Student Edition:</b> pages 82, 83, 84, 85, 186, 187, 188, 189, 190, 191
<b>Teacher's Guide:</b> pages 34, 35, 76, 77
<b>Skills Workbook:</b> pages 33, 34, 75, 76

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>F. Understand the development of United States political ideas and traditions.</b>
<b>14.F.2. Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).</b>
<b>Student Edition:</b> pages 82, 83, 84, 85, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163
<b>Teacher's Guide:</b> pages 34, 35, 62, 63, 64, 65
<b>Skills Workbook:</b> pages 33, 34, 61, 62, 63, 64

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.2a. Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.</b>
<b>Student Edition:</b> pages 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 80, 81
<b>Skills Workbook:</b> pages 79, 80

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.2b. Describe how incomes reflect choices made about education and careers.</b>
<b>Student Edition:</b> pages 170, 171, 172, 173, 178, 179, 180, 181, 182, 183, 184, 185
<b>Teacher's Guide:</b> pages 68, 69, 72, 73, 74, 75
<b>Skills Workbook:</b> pages 67, 68, 71, 72, 73, 74

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.2c. Describe unemployment.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.2a. Identify factors that affect how consumers make their choices.</b>
<b>Student Edition:</b> pages 90, 91, 92, 93, 98, 99, 100, 101, 170, 171, 172, 173, 178, 179, 180, 181, 182, 183, 184, 185
<b>Teacher's Guide:</b> pages 38, 39, 42, 43, 68, 69, 72, 73, 74, 75
<b>Skills Workbook:</b> pages 37, 38, 41, 42, 67, 68, 71, 72, 73, 74

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.2b. Explain the relationship between the quality of goods/services purchased and price.</b>
<b>Student Edition:</b> pages 90, 91, 92, 93, 98, 99, 100, 101
<b>Teacher's Guide:</b> pages 38, 39, 42, 43
<b>Skills Workbook:</b> pages 37, 38, 41, 42

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.2c. Explain that when a choice is made, something else is given up.</b>
<b>Student Edition:</b> pages 98, 99, 100, 101, 182, 183, 184, 185
<b>Teacher's Guide:</b> pages 42, 43, 74, 75
<b>Skills Workbook:</b> pages 41, 42, 73, 74

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.2a. Describe the relationship between price and quantity supplied of a good or service.</b>
<b>Student Edition:</b> pages 98, 99, 100, 101, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 42, 43, 80, 81
<b>Skills Workbook:</b> pages 41, 42, 79, 80

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.2b. Identify and explain examples of competition in the economy.</b>
<b>Student Edition:</b> pages 90, 91, 92, 93, 98, 99, 100, 101, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 38, 39, 42, 43, 80, 81
<b>Skills Workbook:</b> pages 37, 38, 41, 42, 79, 80

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.2c. Describe how entrepreneurs take risks in order to produce goods or services.</b>
<b>Student Edition:</b> pages 98, 99, 100, 102, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 42, 43, 80, 81
<b>Skills Workbook:</b> pages 41, 42, 79, 80

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.2a. Explain why people and countries voluntarily exchange goods and services.</b>
<b>Student Edition:</b> pages 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 80, 81
<b>Skills Workbook:</b> pages 79, 80

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.2b. Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.</b>
<b>Student Edition:</b> pages 56, 57, 58, 59, 98, 99, 100, 101, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 22, 23, 42, 43, 80, 81
<b>Skills Workbook:</b> pages 21, 22, 41, 42, 79, 80

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>
<b>15.E.2a. Explain how and why public goods and services are provided.</b>
<b>Student Edition:</b> pages 56, 57, 58, 59, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 22, 23, 80, 81
<b>Skills Workbook:</b> pages 21, 22, 79, 80

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>
<b>15.E.2b. Identify which public goods and services are provided by differing levels of government.</b>
<b>Student Edition:</b> pages 32, 33, 34, 35, 36, 37, 186, 187, 188, 189, 190, 191
<b>Teacher's Guide:</b> pages 14, 15, 76, 77
<b>Skills Workbook:</b> pages 13, 14, 75, 76

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.2a. Read historical stories and determine events which influenced their writing.</b>
<b>Student Edition:</b> pages 86, 87, 88, 89, 110, 111, 112, 113, 114, 115
<b>Teacher's Guide:</b> pages 36, 37, 46, 47
<b>Skills Workbook:</b> pages 35, 36, 45, 46

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.2b. Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.</b>
<b>Student Edition:</b> pages 60, 61, 62, 63, 64, 65, 66, 67, 72, 73, 74, 75, 76, 77, 86, 87, 88, 89, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 130, 131, 132, 133, 134, 135, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163
<b>Teacher's Guide:</b> pages 24, 25, 26, 27, 30, 31, 36, 37, 46, 47, 48, 49, 54, 55, 60, 61, 62, 63, 64, 65
<b>Skills Workbook:</b> pages 23, 24, 25, 26, 29, 30, 35, 36, 45, 46, 47, 48, 53, 54, 59, 60, 61, 62, 63, 64

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.2c. Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.</b>
<b>Student Edition:</b> pages 4, 5, 6, 7, 26, 27, 28, 29, 30, 31, 60, 61, 62, 63, 64, 65, 66, 67, 72, 73, 74, 75, 76, 77, 86, 87, 88, 89, 1010, 111, 112, 113, 114, 115, 116, 117, 118, 119, 130, 131, 132, 133, 134, 135, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163
<b>Teacher's Guide:</b> pages 2, 3, 12, 13, 24, 25, 26, 27, 30, 31, 36, 37, 46, 47, 48, 49, 54, 55, 60, 61, 62, 63, 64, 65
<b>Skills Workbook:</b> pages 1, 2, 11, 12, 23, 24, 25, 26, 29, 30, 35, 36, 45, 46, 47, 48, 53, 54, 59, 60, 61, 62, 63, 64

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2a. (US) Describe how the Europeans colonies in North America developed politically.</b>
<b>Student Edition:</b> pages 60, 61, 62, 63, 64, 65, 66, 67, 72, 73, 74, 75, 76, 77
<b>Teacher's Guide:</b> pages 24, 25, 26, 27, 30, 31
<b>Skills Workbook:</b> pages 23, 24, 25, 26, 29, 30

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2b. (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.</b>
<b>Student Edition:</b> pages 130, 131, 132, 133, 134, 135
<b>Teacher's Guide:</b> pages 54, 55
<b>Skills Workbook:</b> pages 53, 54

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2c. (US) Identify presidential elections that were pivotal in the formation of modern political parties.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2d. (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 20<sup>th</sup> century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.</b>
<b>Student Edition:</b> pages 4, 5, 6, 7, 82, 83, 84, 85, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 146, 147, 148, 149, 150, 151, 158, 159, 160, 161, 162, 163, 166, 167, 168, 169
<b>Teacher's Guide:</b> pages 2, 3, 34, 35, 46, 47, 48, 49, 60, 61, 64, 65, 66, 67
<b>Skills Workbook:</b> pages 1, 2, 33, 34, 45, 46, 47, 48, 59, 60, 63, 64, 65, 66

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2a. (W) Describe the historical development of monarchies, oligarchies and city-states in ancient civilizations.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2b. (W) Describe the origins of Western political ideas and institutions (e.g., Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment).</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2a. (US) Describe how slavery and indentured servitude influenced the early economy of the United States.</b>
<b>Student Edition:</b> pages 60, 61, 62, 63, 110, 111, 112, 113, 114, 115, 158, 159, 160, 161, 162, 163
<b>Teacher’s Guide:</b> pages 24, 25, 46, 47, 64, 65
<b>Skills Workbook:</b> pages 23, 24, 45, 46, 63, 64

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2b. (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.</b>
<b>Student Edition:</b> pages 218, 219

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2c. (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.</b>
<b>Student Edition:</b> pages 68, 69, 70, 71, 104, 105, 106, 107, 108, 109, 166, 167, 168, 169
<b>Teacher’s Guide:</b> pages 28, 29, 44, 45, 66, 67
<b>Skills Workbook:</b> pages 27, 28, 43, 44, 65, 66

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2a. (W) Describe the economic consequences of the first agricultural revolution, 4000 BCE-1000 BCE.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2b. (W) Describe the basic economic systems of the world’s great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000 BCE – 500 BCE.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2c. (W) Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of the capitalisms and the information/communication revolution.</b>



<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.2a. (US) Describe the various motives for settling in colonial America.</b>
<b>Student Edition:</b> pages 60, 61, 62, 63, 64, 65, 66, 67, 72, 73, 74, 75, 76, 77
<b>Teacher's Guide:</b> pages 24, 25, 26, 27, 30, 31
<b>Skills Workbook:</b> pages 23, 24, 25, 26, 29, 30

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.2b. (US) Describe the ways in which participation in the westward movement affected families and communities.</b>
<b>Student Edition:</b> pages 116, 117, 118, 119
<b>Teacher's Guide:</b> pages 48, 49
<b>Skills Workbook:</b> pages 47, 48

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.2c. (US) Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage, Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States.</b>
<b>Student Edition:</b> pages 12, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163
<b>Teacher's Guide:</b> pages 62, 63, 64, 65
<b>Skills Workbook:</b> pages 61, 62, 63, 64

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.2. (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).</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2a. (US) Identify environmental factors that drew settlers to the state and region.</b>
<b>Student Edition:</b> pages 68, 69, 70, 71, 116, 117, 118, 119
<b>Teacher's Guide:</b> pages 28, 29, 48, 49
<b>Skills Workbook:</b> pages 27, 28, 47, 48

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2b. (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.</b>
<b>Student Edition:</b> pages 124, 125, 126, 127, 128, 129
<b>Teacher's Guide:</b> pages 52, 53
<b>Skills Workbook:</b> pages 51, 52

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2c.1. (US) Describe environmental factors that influenced the development of transportation and trade in Illinois.</b>
<b>Student Edition:</b> pages 32, 33, 34, 35, 36, 37, 116, 117, 118, 119, 166, 167, 168, 169
<b>Teacher's Guide:</b> pages 14, 15, 48, 49, 66, 67
<b>Skills Workbook:</b> pages 13, 14, 47, 48, 65, 66

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2a. (W) Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments.</b>
<b>Student Edition:</b> pages 26, 27, 28, 29, 30, 31, 86, 87, 88, 89
<b>Teacher's Guide:</b> pages 12, 13, 36, 37
<b>Skills Workbook:</b> pages 11, 12, 35, 36

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2b. (W) Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.</b>
<b>Student Edition:</b> pages 104, 105, 106, 107, 108, 109
<b>Teacher's Guide:</b> pages 44, 45
<b>Skills Workbook:</b> pages 43, 44

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.2a. Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, and natural hazards.</b>
<b>Student Edition:</b> pages 20, 21, 22, 23, 24, 25, 42, 43, 44, 45, 46, 47, 124, 125, 126, 127, 128, 129
<b>Teacher's Guide:</b> pages 10, 11, 18, 19, 52, 53
<b>Skills Workbook:</b> pages 9, 10, 17, 18, 51, 52

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.2b. Use maps and other geographic representations and instruments to gather information about people, places, and environments.</b>
<b>Student Edition:</b> pages 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53
<b>Teacher's Guide:</b> pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
<b>Skills Workbook:</b> pages 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</b>
<b>17.B.2a. Describe how physical and human processes shape spatial patterns, including erosion, agriculture and settlement.</b>
<b>Student Edition:</b> pages 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53
<b>Teacher's Guide:</b> pages 18, 19, 20, 21
<b>Skills Workbook:</b> pages 17, 18, 19, 20

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</b>
<b>17.B.2b. Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra.</b>
<b>Student Edition:</b> pages 20, 21, 22, 23, 24, 25, 42, 43, 44, 45, 46, 47, 86, 87, 88, 89, 124, 125, 126, 127, 128, 129
<b>Teacher's Guide:</b> pages 10, 11, 18, 19, 36, 37, 52, 53
<b>Skills Workbook:</b> pages 9, 10, 17, 18, 35, 36, 51, 52

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.2a. Describe how natural events in the physical environment affect human activities.</b>
<b>Student Edition:</b> pages 42, 43, 44, 45, 46, 47, 86, 87, 88, 89
<b>Teacher's Guide:</b> pages 18, 19, 36, 37
<b>Skills Workbook:</b> pages 17, 18, 35, 36

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.2b. Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications).</b>
<b>Student Edition:</b> pages 4, 5, 6, 7, 32, 33, 34, 35, 36, 37, 48, 49, 50, 51, 52, 53, 68, 69, 70, 71, 86, 87, 88, 89
<b>Teacher's Guide:</b> pages 2, 3, 14, 15, 20, 21, 28, 29, 36, 37
<b>Skills Workbook:</b> pages 1, 2, 13, 14, 19, 20, 27, 28, 35, 36

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.2c. Explain how human activity affects the environment.</b>
<b>Student Edition:</b> pages 86, 87, 88, 89, 124, 125, 126, 127, 128, 129
<b>Teacher's Guide:</b> pages 36, 37, 52, 53
<b>Skills Workbook:</b> pages 35, 36, 51, 52

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>D. Understand the historical significance of geography.</b>
<b>17.D.2a. Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.</b>
<b>Student Edition:</b> pages 20, 21, 22, 23, 24, 25, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 124, 125, 126, 127, 128, 129
<b>Teacher's Guide:</b> pages 10, 11, 18, 19, 20, 21, 52, 53
<b>Skills Workbook:</b> pages 9, 10, 17, 18, 19, 20, 51, 52

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>D. Understand the historical significance of geography.</b>
<b>17.D.2b. Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.</b>
<b>Student Edition:</b> pages 4, 5, 6, 7, 48, 49, 50, 51, 52, 53
<b>Teacher's Guide:</b> pages 2, 3, 20, 21
<b>Skills Workbook:</b> pages 1, 2, 19, 20

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>A. Compare characteristics of cultures as reflected in language, literature, the arts, traditions and institutions.</b>
<b>18.A.2. Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.</b>
<b>Student Edition:</b> pages 86, 87, 88, 89, 116, 117, 118, 119
<b>Teacher's Guide:</b> pages 36, 37, 48, 49
<b>Skills Workbook:</b> pages 35, 36, 47, 48

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.2a. Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).</b>
<b>Student Edition:</b> pages 124, 125, 126, 127, 128, 129
<b>Teacher's Guide:</b> pages 52, 53
<b>Skills Workbook:</b> pages 51, 52

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.2b. Describe the ways in which institutions meet the needs of society.</b>

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>C. Understand how social systems form and develop over time.</b>
<b>18.C.2. Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social changes.</b>
<b>Student Edition:</b> pages 32, 33, 34, 35, 36, 37, 86, 87, 88, 89, 104, 105, 106, 107, 108, 109
<b>Teacher's Guide:</b> pages 14, 15, 36, 37, 44, 45
<b>Skills Workbook:</b> pages 13, 14, 35, 36, 43, 44

***SRA Skills Handbook: Using Social Studies***  
**correlation to**  
**Illinois Learning Standards: Social Studies: Late Elementary**  
**Grade 6**

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>A. Understand and explain basic principles of the United States government.</b>
<b>14.A.2. Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.</b>
<b>Student Edition:</b> pages 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 78, 79, 80, 81
<b>Skills Workbook:</b> pages 77, 78, 79, 80

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</b>
<b>14.B.2. Explain what government does at local, state and national levels. Identify the different levels of government as local, state and national.</b>
<b>Student Edition:</b> pages 80, 81, 82, 83, 126, 127, 128, 129, 130, 131, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 32, 33, 52, 53, 78, 79, 80, 81
<b>Skills Workbook:</b> pages 31, 32, 51, 52, 77, 78, 79, 80

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>C. Understand election processes and responsibilities of citizens.</b>
<b>14.C.2. Describe and evaluate why rights and responsibilities are import to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).</b>
<b>Student Edition:</b> pages 154, 155, 156, 157, 196, 197, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 62, 63, 80, 81
<b>Skills Workbook:</b> pages 61, 62, 79, 80

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</b>
<b>14.D.2. Explain ways that individuals and groups influence and shape public policy.</b>
<b>Student Edition:</b> pages 80, 81, 82, 83, 126, 127, 128, 129, 130, 131, 190, 191, 192, 193, 194, 195
<b>Teacher's Guide:</b> pages 32, 33, 52, 53, 78, 79
<b>Skills Workbook:</b> pages 31, 32, 51, 52, 77, 78

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>E. Understand United States foreign policy as it relates to other nations and international issues.</b>
<b>14.E.2. Determine and explain the leadership role of the United States in international settings.</b>

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>F. Understand the development of United States political ideas and traditions.</b>
<b>14.F.2. Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.2a. Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.</b>
<b>Student Edition:</b> pages 92, 93, 94, 95, 170, 171, 172, 173
<b>Teacher's Guide:</b> pages 38, 39, 68, 69
<b>Skills Workbook:</b> pages 37, 38, 67, 68

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.2b. Describe how incomes reflect choices made about education and careers.</b>
<b>Student Edition:</b> pages 1016, 107, 108, 109, 174, 175, 176, 177
<b>Teacher's Guide:</b> pages 44, 45, 70, 71
<b>Skills Workbook:</b> pages 43, 44, 69, 70

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.2c. Describe unemployment.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.2a. Identify factors that affect how consumers make their choices.</b>
<b>Student Edition:</b> pages 92, 93, 94, 95, 106, 107, 108, 109, 170, 171, 172, 173, 178, 179, 180, 181
<b>Teacher's Guide:</b> pages 38, 39, 44, 45, 68, 69, 72, 73
<b>Skills Workbook:</b> pages 37, 38, 43, 44, 67, 68, 71, 72

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.2b. Explain the relationship between the quality of goods/services purchased and price.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.2c. Explain that when a choice is made, something else is given up.</b>
<b>Student Edition:</b> pages 106, 107, 108, 109
<b>Teacher's Guide:</b> pages 44, 45
<b>Skills Workbook:</b> pages 43, 44

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.2a. Describe the relationship between price and quantity supplied of a good or service.</b>
<b>Student Edition:</b> pages 178, 179, 180, 181
<b>Teacher's Guide:</b> pages 72, 73
<b>Skills Workbook:</b> pages 71, 72

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.2b. Identify and explain examples of competition in the economy.</b>
<b>Student Edition:</b> pages 92, 93, 94, 95, 174, 175, 176, 177, 178, 179, 180, 181
<b>Teacher's Guide:</b> pages 38, 39, 70, 71, 72, 73
<b>Skills Workbook:</b> pages 37, 38, 69, 70, 71, 72

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.2c. Describe how entrepreneurs take risks in order to produce goods or services.</b>
<b>Student Edition:</b> pages 170, 171, 172, 173
<b>Teacher's Guide:</b> pages 68, 69
<b>Skills Workbook:</b> pages 67, 68

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.2a. Explain why people and countries voluntarily exchange goods and services.</b>
<b>Student Edition:</b> pages 64, 65, 66, 67, 68, 69, 186, 187, 188, 189
<b>Teacher's Guide:</b> pages 26, 27, 76, 77
<b>Skills Workbook:</b> pages 25, 26, 75, 76

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.2b. Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.</b>



<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>
<b>15.E.2a. Explain how and why public goods and services are provided.</b>
<b>Student Edition:</b> pages 170, 171, 172, 173, 178, 179, 180, 181
<b>Teacher's Guide:</b> pages 68, 69, 72, 73
<b>Skills Workbook:</b> pages 67, 68, 71, 72

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>
<b>15.E.2b. Identify which public goods and services are provided by differing levels of government.</b>
<b>Student Edition:</b> pages 18, 19, 20, 21, 182, 183, 184, 185
<b>Teacher's Guide:</b> pages 8, 9, 74, 75
<b>Skills Workbook:</b> pages 7, 8, 73, 74

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.2a. Read historical stories and determine events which influenced their writing.</b>
<b>Student Edition:</b> pages 88, 89, 90, 91
<b>Teacher's Guide:</b> pages 36, 37
<b>Skills Workbook:</b> pages 35, 36

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.2b. Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.</b>
<b>Student Edition:</b> pages 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 96, 97, 98, 99, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 136, 137, 138, 139, 140, 141, 148, 149, 150, 151, 152, 153, 166, 167, 168, 169
<b>Teacher's Guide:</b> pages 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 40, 41, 46, 47, 48, 49, 56, 57, 60, 61, 66, 67
<b>Skills Workbook:</b> pages 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 39, 40, 45, 46, 47, 48, 55, 56, 59, 60, 65, 66

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.2c. Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.</b>
<b>Student Edition:</b> pages 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 136, 137, 138, 139, 140, 148, 149, 150, 151, 152, 153, 166, 167, 168, 169
<b>Teacher's Guide:</b> pages 24, 25, 26, 27, 28, 29, 30, 31, 40, 41, 46, 47, 48, 49, 56, 57, 60, 61, 66, 67
<b>Skills Workbook:</b> pages 23, 24, 25, 26, 27, 28, 29, 30, 39, 40, 45, 46, 47, 48, 55, 56, 59, 60, 65, 66

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2a. (US) Describe how the Europeans colonies in North America developed politically.</b>
<b>Student Edition:</b> pages 88, 89, 90, 91
<b>Teacher's Guide:</b> pages 36, 37
<b>Skills Workbook:</b> pages 35, 36

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2b. (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.</b>
<b>Student Edition:</b> pages 88, 89, 90, 91
<b>Teacher's Guide:</b> pages 36, 37
<b>Skills Workbook:</b> pages 35, 36

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2c. (US) Identify presidential elections that were pivotal in the formation of modern political parties.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2d. (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 20<sup>th</sup> century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.</b>
<b>Student Edition:</b> pages 96, 97, 98, 99
<b>Teacher's Guide:</b> pages 40, 41
<b>Skills Workbook:</b> pages 39, 40

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2a. (W) Describe the historical development of monarchies, oligarchies and city-states in ancient civilizations.</b>
<b>Student Edition:</b> pages 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 148, 149, 150, 151, 152, 1553, 166, 167, 168, 169
<b>Teacher's Guide:</b> pages 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 46, 47, 48, 49, 60, 61, 66, 67
<b>Skills Workbook:</b> pages 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 45, 46, 47, 48, 59, 60, 65, 66

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.2b. (W) Describe the origins of Western political ideas and institutions (e.g., Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment).</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2a. (US) Describe how slavery and indentured servitude influenced the early economy of the United States.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2b. (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.</b>
<b>Student Edition:</b> pages 56, 57, 58, 59
<b>Teacher's Guide:</b> pages 22, 23
<b>Skills Workbook:</b> pages 21, 22

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2c. (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.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2a. (W) Describe the economic consequences of the first agricultural revolution, 4000 BCE-1000 BCE.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2b. (W) Describe the basic economic systems of the world's great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000 BCE – 500 BCE.</b>
<b>Student Edition:</b> pages 70, 71, 72, 73, 74, 75, 110, 111, 112, 113, 114, 115, 166, 167, 168, 169
<b>Teacher's Guide:</b> pages 28, 29, 46, 47, 66, 67
<b>Skills Workbook:</b> pages 27, 28, 45, 46, 65, 66

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.2c. (W) Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of the capitalisms and the information/communication revolution.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.2a. (US) Describe the various motives for settling in colonial America.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.2b. (US) Describe the ways in which participation in the westward movement affected families and communities.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.2c. (US) Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage, Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.2. (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).</b>
<b>Student Edition:</b> pages 60, 61, 62, 63, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119
<b>Teacher's Guide:</b> pages 24, 25, 46, 47, 48, 49
<b>Skills Workbook:</b> pages 23, 24, 45, 46, 47, 48

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2a. (US) Identify environmental factors that drew settlers to the state and region.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2b. (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.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2c.1. (US) Describe environmental factors that influenced the development of transportation and trade in Illinois.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2a. (W) Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.2b. (W) Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.</b>
<b>Student Edition:</b> pages 56, 57, 58, 59, 136, 137, 138, 139, 140, 141, 158, 159, 160, 161, 162, 163
<b>Teacher's Guide:</b> pages 22, 23, 56, 57, 64, 65
<b>Skills Workbook:</b> pages 21, 22, 55, 56, 63, 64

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.2a. Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, and natural hazards.</b>
<b>Student Edition:</b> pages 26, 27, 28, 29, 30, 31, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49
<b>Teacher's Guide:</b> pages 12, 13, 16, 17, 18, 19
<b>Skills Workbook:</b> pages 11, 12, 15, 16, 17, 18

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.2b. Use maps and other geographic representations and instruments to gather information about people, places, and environments.</b>
<b>Student Edition:</b> pages 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53
<b>Teacher's Guide:</b> pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
<b>Skills Workbook:</b> pages 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth’s physical systems.</b>
<b>17.B.2a. Describe how physical and human processes shape spatial patterns, including erosion, agriculture and settlement.</b>
<b>Student Edition:</b> pages 26, 27, 28, 29, 30, 31, 38, 39, 40, 41, 42, 43, 76, 77, 78, 79
<b>Teacher’s Guide:</b> pages 12, 13, 16, 17, 30, 31
<b>Skills Workbook:</b> pages 11, 12, 15, 16, 29, 30

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth’s physical systems.</b>
<b>17.B.2b. Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra.</b>
<b>Student Edition:</b> pages 26, 27, 28, 29, 30, 31, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49
<b>Teacher’s Guide:</b> pages 12, 13, 16, 17, 18, 19
<b>Skills Workbook:</b> pages 11, 12, 15, 16, 17, 18

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.2a. Describe how natural events in the physical environment affect human activities.</b>

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.2b. Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications).</b>
<b>Student Edition:</b> pages 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 44, 45, 46, 47, 48, 49, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79
<b>Teacher’s Guide:</b> pages 6, 7, 8, 9, 12, 13, 14, 15, 18, 19, 26, 27, 28, 29, 30, 31
<b>Skills Workbook:</b> pages 5, 6, 7, 8, 11, 12, 13, 14, 17, 18, 25, 26, 27, 28, 29, 30

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.2c. Explain how human activity affects the environment.</b>
<b>Student Edition:</b> pages 26, 27, 28, 29, 30, 31
<b>Teacher’s Guide:</b> pages 12, 13
<b>Skills Workbook:</b> pages 11, 12

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>D. Understand the historical significance of geography.</b>
<b>17.D.2a. Describe how physical characteristics of places influence people’s perceptions and their roles in the world over time.</b>
<b>Student Edition:</b> pages 26, 27, 28, 29, 30, 31
<b>Teacher’s Guide:</b> pages 12, 13
<b>Skills Workbook:</b> pages 11, 12

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>D. Understand the historical significance of geography.</b>
<b>17.D.2b. Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.</b>

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>A. Compare characteristics of cultures as reflected in language, literature, the arts, traditions and institutions.</b>
<b>18.A.2. Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.</b>
<b>Student Edition:</b> pages 120, 121, 122, 123, 124, 125, 132, 133, 134, 135, 142, 143, 144, 145, 146, 147
<b>Teacher’s Guide:</b> pages 50, 51, 54, 55, 58, 59
<b>Skills Workbook:</b> pages 49, 50, 53, 54, 57, 58

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.2a. Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).</b>

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.2b. Describe the ways in which institutions meet the needs of society.</b>
<b>Student Edition:</b> pages 132, 133, 134, 135
<b>Teacher’s Guide:</b> pages 54, 55
<b>Skills Workbook:</b> pages 53, 54

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>C. Understand how social systems form and develop over time.</b>
<b>18.C.2. Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social changes.</b>

***SRA Skills Handbook: Using Social Studies***  
**correlation to**  
**Illinois Learning Standards: Social Studies: Middle/Junior High School**  
**Grade 6**

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>A. Understand and explain basic principles of the United States government.</b>
<b>14.A.3. Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.</b>
<b>Student Edition:</b> pages 126, 127, 128, 129, 130, 131, 182, 183, 184, 185, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 52, 53, 74, 75, 78, 79, 80, 81
<b>Skills Workbook:</b> pages 51, 52, 73, 74, 77, 78, 79, 80

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</b>
<b>14.B.3. Identify and compare the basic political systems if Illinois and the United States are prescribed in their constitutions.</b>
<b>Student Edition:</b> pages 190, 191, 192, 193, 194, 195
<b>Teacher's Guide:</b> pages 78, 79
<b>Skills Workbook:</b> pages 77, 78

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>C. Understand election processes and responsibilities of citizens.</b>
<b>14.C.3. Compare historical issues involving rights, roles and status in relation to municipalities, states and the nation.</b>
<b>Student Edition:</b> pages 196, 197, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 80, 81
<b>Skills Workbook:</b> pages 79, 80

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</b>
<b>14.D.3. Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).</b>
<b>Student Edition:</b> pages 80, 81, 82, 83, 126, 127, 128, 129, 130, 131, 190, 191, 192, 193, 194, 195
<b>Teacher's Guide:</b> pages 32, 33, 52, 53, 78, 79
<b>Skills Workbook:</b> pages 31, 32, 51, 52, 77, 78

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>E. Understand United States foreign policy as it relates to other nations and international issues.</b>
<b>14.E.3. Compare the basic principles of the United Sates and its international interests (e.g., territory, environment, trade, use of technology).</b>



<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>F. Understand the development of United States political ideas and traditions.</b>
<b>14.F.3a. Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.</b>
<b>Student Edition:</b> pages 196, 197, 198, 199, 200, 201
<b>Teacher's Guide:</b> pages 80, 81
<b>Skills Workbook:</b> pages 79, 80

<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>
<b>F. Understand the development of United States political ideas and traditions.</b>
<b>14.F.3b. Describe how United States political ideas and traditions were instituted in the Constitution and Bill of Rights.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.3a. Explain how market prices signal producers about what, how and how much to produce.</b>
<b>Student Edition:</b> pages 92, 93, 94, 95, 106, 107, 108, 109, 170, 171, 172, 173, 178, 179, 180, 181
<b>Teacher's Guide:</b> pages 38, 39, 44, 45, 68, 69, 72, 73
<b>Skills Workbook:</b> pages 37, 38, 43, 44, 67, 68, 71, 72

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.3b. Explain the relationship between productivity and wages.</b>
<b>Student Edition:</b> pages 1714, 15, 176, 177
<b>Teacher's Guide:</b> pages 70, 71
<b>Skills Workbook:</b> pages 69, 70

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.3c. Describe the relationship between consumer purchases and businesses paying for productive resources.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>A. Understand how different economic systems in the exchange, production, distribution and consumption of goods and services.</b>
<b>15.A.3d. Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.3a. Describe the “market clearing price” of a good or service.</b>
<b>Student Edition:</b> pages 170, 171, 172, 173, 178, 179, 180, 181
<b>Teacher’s Guide:</b> pages 68, 69, 72, 73
<b>Skills Workbook:</b> pages 67, 68, 71, 72

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>B. Understand that scarcity necessitates choices by consumers.</b>
<b>15.B.3b. Explain the affects of choice and competition on individuals and the economy as a whole.</b>
<b>Student Edition:</b> pages 92, 93, 94, 95, 174, 175, 176, 177, 178, 179, 180, 181
<b>Teacher’s Guide:</b> pages 38, 39, 70, 71, 72, 73
<b>Skills Workbook:</b> pages 37, 38, 69, 70, 71, 72

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>C. Understand that scarcity necessitates choices by producers.</b>
<b>15.C.3. Identify and explain the effects of various incentives to produce a good or service.</b>
<b>Student Edition:</b> pages 170, 171, 172, 173
<b>Teacher’s Guide:</b> pages 68, 69
<b>Skills Workbook:</b> pages 67, 68

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.3a. Explain the effects of increasing and declining imports and exports to an individual and to the nation’s economy as a whole.</b>
<b>Student Edition:</b> pages 186, 187, 188, 189
<b>Teacher’s Guide:</b> pages 76, 77
<b>Skills Workbook:</b> pages 75, 76

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.3b. Explain how comparative advantage forms the basis for specialization and trade among nations.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>D. Understand trade as an exchange of goods and services.</b>
<b>15.D.3c. Explain how workers can affect their productivity through training and by using tools, machinery and technology.</b>

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>
<b>15.E.3a. Identify the type of taxes levied by differing levels of government (e.g., income tax, sales tax, property tax).</b>
<b>Student Edition:</b> pages 18, 19, 20, 21, 182, 183, 184, 185
<b>Teacher's Guide:</b> pages 8, 9, 74, 75
<b>Skills Workbook:</b> pages 7, 8, 73, 74

<b>State Goal 15: Understand economic systems, with an emphasis on the United States.</b>
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>
<b>15.E.3b. Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.3a. Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</b>
<b>Student Edition:</b> pages 70, 71, 72, 73, 74, 75, 84, 85, 86, 87
<b>Teacher's Guide:</b> pages 28, 29, 34, 35
<b>Skills Workbook:</b> pages 27, 28, 33, 34

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.3b. Make inferences about historical events and eras using historical maps and other historical sources.</b>
<b>Student Edition:</b> pages 12, 13, 14, 15, 16, 17, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 148, 149, 150, 151, 152, 1553, 158, 159, 160, 161, 162, 163, 166, 167, 168, 169
<b>Teacher's Guide:</b> pages 6, 7, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 46, 47, 48, 49, 60, 61, 64, 65, 66, 67
<b>Skills Workbook:</b> pages 6, 7, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 45, 46, 47, 48, 59, 60, 63, 64, 65, 66

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>A. Apply the skills of historical analysis and interpretation.</b>
<b>16.A.3c. Identify the differences between historical facts and interpretation.</b>
<b>Student Edition:</b> pages 12, 13, 14, 15, 16, 17, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 148, 149, 150, 151, 152, 1553, 158, 159, 160, 161, 162, 163, 166, 167, 168, 169
<b>Teacher's Guide:</b> pages 6, 7, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 46, 47, 48, 49, 60, 61, 64, 65, 66, 67
<b>Skills Workbook:</b> pages 6, 7, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 45, 46, 47, 48, 59, 60, 63, 64, 65, 66

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.3a. (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.</b>
<b>Student Edition:</b> pages 88, 89, 90, 91
<b>Teacher's Guide:</b> pages 36, 37
<b>Skills Workbook:</b> pages 35, 36

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.3b. (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.</b>
<b>Student Edition:</b> pages 88, 89, 90, 91
<b>Teacher's Guide:</b> pages 36, 37
<b>Skills Workbook:</b> pages 35, 36

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.3c. (US) Describe the way the Constitution had changed over time as a result of amendments and Supreme Court decisions.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.3d. (US) Describe ways in which the United States developed as a world political power.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.3a. (W) Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500BCE and 500CE.</b>
<b>Student Edition:</b> pages 70, 71, 72, 73, 74, 75, 110, 111, 112, 113, 114, 115
<b>Teacher's Guide:</b> pages 28, 29, 46, 47
<b>Skills Workbook:</b> pages 27, 28, 45, 46

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.3b. (W) Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., the rise of Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500CE.</b>
<b>Student Edition:</b> pages 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 84, 85, 86, 87, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 148, 149, 150, 151, 152, 153
<b>Teacher's Guide:</b> pages 24, 25, 26, 27, 28, 29, 34, 35, 46, 47, 48, 49, 60, 61
<b>Skills Workbook:</b> pages 23, 24, 25, 26, 27, 28, 33, 34, 45, 46, 47, 48, 59, 60

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.3c. (W) Identify causes and effects of European feudalism and the emergence of nation states between 500CE and 1500CE.</b>
<b>Student Edition:</b> pages 60, 61, 62, 63, 84, 85, 86, 87
<b>Teacher's Guide:</b> pages 24, 25, 34, 35
<b>Skills Workbook:</b> pages 23, 24, 33, 34

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>B. Understand the development of significant political events.</b>
<b>16.B.3d. (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.3a. (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.3b. (US) Explain relationships among the American economy and slavery, immigration, labor and urbanization, 1700-present.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.3c. (US) Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks, and organized labor.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.3a. (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.</b>
<b>Student Edition:</b> pages 158, 159, 160, 161, 162, 163
<b>Teacher's Guide:</b> pages 64, 65
<b>Skills Workbook:</b> pages 63, 64

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.3b. (W) Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.</b>
<b>Student Edition:</b> pages 76, 77, 78, 79
<b>Teacher's Guide:</b> pages 30, 31
<b>Skills Workbook:</b> pages 29, 30

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>C. Understand the development of economic systems.</b>
<b>16.C.3c. (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500-present.</b>
<b>Student Edition:</b> pages 56, 57, 58, 59, 136, 137, 138, 139, 140, 141, 158, 159, 160, 161, 162, 163
<b>Teacher's Guide:</b> pages 22, 23, 56, 57, 64, 65
<b>Skills Workbook:</b> pages 21, 22, 55, 56, 63, 64

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.3a. (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19<sup>th</sup> century.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.3b. (US) Describe characterizations of different kinds of families in America during the colonial/frontier period and the 19<sup>th</sup> century.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>D. Understand Illinois, United States and world social history.</b>
<b>16.D.3. (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.</b>
<b>Student Edition:</b> pages 12, 13, 14, 15, 16, 17, 70, 71, 72, 73, 74, 75
<b>Teacher's Guide:</b> pages 6, 7, 28, 29
<b>Skills Workbook:</b> pages 5, 6, 27, 28

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.3a. (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.3b. (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.3c.1. (US) Describe the impact of urbanization and suburbanization, 1850-present, on the environment.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.3a. (W) Describe how the people of the Huang Ho, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000-1000BCE.</b>

<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>
<b>E. Understand Illinois, United States and world environmental history.</b>
<b>16.E.3b. (W) Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE-1500 BCE.</b>

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.3a. Explain how people used geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).</b>
<b>Student Edition:</b> pages 4, 5, 6, 7, 8, 9, 10, 11, 18, 19, 20, 21, 22, 23, 24, 25, 44, 45, 46, 47, 48, 49
<b>Teacher's Guide:</b> pages 2, 3, 4, 5, 8, 9, 10, 11, 18, 19
<b>Skills Workbook:</b> pages 1, 2, 3, 4, 7, 8, 9, 10, 17, 18

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>A. Locate, describe and explain places, regions and features on the Earth.</b>
<b>17.A.3b. Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.</b>
<b>Student Edition:</b> pages 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53
<b>Teacher's Guide:</b> pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
<b>Skills Workbook:</b> pages 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</b>
<b>17.B.3a. Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.</b>
<b>Student Edition:</b> pages 26, 27, 28, 29, 30, 31, 76, 77, 78, 79
<b>Teacher's Guide:</b> pages 12, 13, 30, 31
<b>Skills Workbook:</b> pages 11, 12, 29, 30

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</b>
<b>17.B.3b. Explain how changes in components of an ecosystem affect the system overall.</b>

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.3a. Explain how human activity is affected by geographic factors.</b>
<b>Student Edition:</b> pages 26, 27, 28, 29, 30, 31, 76, 77, 78, 79
<b>Teacher's Guide:</b> pages 12, 13, 30, 31
<b>Skills Workbook:</b> pages 11, 12, 29, 30



<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.3b. Explain how patterns of resources are used throughout the world.</b>

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>C. Understand relationships between geographic factors and society.</b>
<b>17.C.3c. Analyze how human processes influence settlement patterns including migration and population growth.</b>
<b>Student Edition:</b> pages 18, 19, 20, 21, 38, 39, 40, 41, 42, 43, 76, 77, 78, 79
<b>Teacher's Guide:</b> pages 8, 9, 16, 17, 30, 31
<b>Skills Workbook:</b> pages 7, 8, 15, 16, 29, 30

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>D. Understand the historical significance of geography.</b>
<b>17.D.3a. Explain how and why spatial patterns of settlement change over time.</b>
<b>Student Edition:</b> pages 32, 33, 34, 35, 36, 37
<b>Teacher's Guide:</b> pages 14, 15
<b>Skills Workbook:</b> pages 13, 14

<b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b>
<b>D. Understand the historical significance of geography.</b>
<b>17.D.3b. Explain how interactions of geographic factors have shaped present conditions.</b>
<b>Student Edition:</b> pages 38, 39, 40, 41, 42, 43
<b>Teacher's Guide:</b> pages 16, 17
<b>Skills Workbook:</b> pages 15, 16

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>A. Compare characteristics of cultures as reflected in language, literature, the arts, traditions and institutions.</b>
<b>18.A.3. Explain how language, literature, the arts, architecture, and traditions contribute to the development and transmission of culture.</b>
<b>Student Edition:</b> pages 120, 121, 122, 123, 124, 125, 132, 133, 134, 135, 142, 143, 144, 145, 146, 147
<b>Teacher's Guide:</b> pages 50, 51, 54, 55, 58, 59
<b>Skills Workbook:</b> pages 49, 50, 53, 54, 57, 58

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.3a. Analyze how individuals and groups interact within institutions (e.g., educational, military).</b>

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>B. Understand the roles and interactions of individuals and groups in society.</b>
<b>18.B.3b. Explain how social institutions contribute to the development and transmission of culture.</b>
<b>Student Edition:</b> pages 132, 133, 134, 135
<b>Teacher's Guide:</b> pages 54, 55
<b>Skills Workbook:</b> pages 53, 54

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>C. Understand how social systems form and develop over time.</b>
<b>18.C.3a. Describe ways in which a diverse United States population has developed and maintained common beliefs (e.g., life, liberty, and the pursuit of happiness; the Constitution and the Bills of Rights).</b>

<b>State Goal 18: Understand social systems, with an emphasis on the United States.</b>
<b>C. Understand how social systems form and develop over time.</b>
<b>18.C.3b. Explain how diverse groups have contributed to United States social systems over time.</b>