

We the People: *Grow and Change* © 2000
Houghton Mifflin Company
Grade One

correlated to
Illinois Academic Standards
Social Science
Early Elementary

Illinois Goals, Standards, and Benchmarks	We the People: <i>Grow and Change</i> © 2000
STATE GOAL 14: Understand, analyze and compare political systems, with an emphasis on the United States.	
<i>As a result of their schooling, students will be able to:</i>	
A. Describe and explain basic principles of the United States government.	
14.A.1 Identify the fundamental principles of government as expressed and implied in major documents (e.g., United States Constitution, Declaration of Independence, Gettysburg Address, Magna Carta, Mayflower Compact).	BB: Democratic Rights, T153, T157, T257, T261 TB: Democratic Rights, T153–T155, T157–T159, T257–T259, T261–T263
B. Compare and analyze the structures and functions of the political systems of Illinois, the United States and other nations.	
14.B.1 Identify local, state and national political systems (e.g., local councils, legislatures, Congress).	Teachers can introduce different types of governments as students complete the following activities. BB: Government Services, T153, T157, T485 TB: Government Services, T153–T156, T157–T160, T485–T488

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C. Describe and explain election processes and responsibilities of citizens.	
14.C.1 Identify the concepts of responsible citizenship (e.g., respect for the law, patriotism, civility).	BB: Citizenship Responsibilities, T153, T157, T473 TB: Citizenship Responsibilities, T153–T156, T157–T160, T473–T476, T483
D. Analyze the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	
14.D.1 Describe and compare the roles of local leaders (e.g., governmental, community).	BB: Leadership, T257, T289, T297, T305, T313, T437, T441–T444, T485 TB: Leadership, T257–T260, T289–T292, T297–T300, T305–T308, T313–T316, T437–T440, T441–T444, T485–T488
E. Describe and explain United States foreign policy as it relates to other nations and international issues.	
14.E.1 Identify the interaction of citizens in trade and communication.	BB: Trade, T269 TB: Trade, T125, T211, T221, T247, T267, T269–271, T307, T337, T345, T389, T397, T533; Communication, T81
STATE GOAL 15: Understand, analyze and compare economic systems, with an emphasis on the United States.	
<i>As a result of their schooling, students will be able to:</i>	
A. Explain and compare how economic systems facilitate the exchange, production, distribution and consumption of goods and services.	
15.A.1 Distinguish between producers and consumers and explain how their choices affect business decisions.	TB: Producers, T23, T25, T27, T28, T355, T482; Consumers, T125, T163, T221, T247, T255, T267, T269–T271, T336, T337, T345, T355, T435
B. Analyze the effects of scarcity and choice on consumers.	
15.B.1 Describe how demand and scarcity affect people’s choices about goods and services (e.g., energy, food, cars, jobs).	BB: Purchasing Goods, T271 TB: Purchasing Goods, T125, T163, T221, T247, T255, T267, T269–T271, T336, T337, T345, T355, T435
C. Analyze the effects of scarcity and choice on producers.	

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15.C.1a Identify human, natural and capital resources (e.g., skills, minerals, tools, machines) used to produce different goods and services.	BB: Use of Natural, Human, Capital Resources, T23, T24, T107, T149, T161, T347, T379, T493, T531, T543 (continued)
15.C.1a Identify human, natural and capital resources (e.g., skills, minerals, tools, machines) used to produce different goods and services. (continued)	TB: Use of Natural, Human, Capital Resources, T23–T26, T107–T110, T149–T152, T161–T164, T303, T347–T350, T353, T379–T382, T387–T390, T493–T496, T531–T534, T543–T546
15.C.1b Demonstrate how scarcity forces producers to make choices.	BB: Money and Purchasing Goods, T271 TB: Money and Purchasing Goods, T125, T163, T221, T247, T255, T267, T269–T271, T345, T355
D. Explain how trade generates interdependence affecting the economies of nations.	
15.D.1a Describe United States currency and its use in economic exchange.	TB: Money, T269, T307, T389, T498
15.D.1b Identify the origin of products purchased by consumers.	BB: Origin of Products, T374, T383, T387 TB: Thank You Earth, T379–T382; Houses and Homes, T383–T386; The World in Your Room, T387–T390
STATE GOAL 16: Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.	
<i>As a result of their schooling, students will be able to:</i>	
A. Describe and explain contributions of selected individuals throughout history.	
16.A.1 Identify contributions of selected individuals (e.g., founders, current leaders, business persons, athletes, artists) in the history of the local community.	BB: Individuals Making a Difference, T119, T257, T297, T305, T485 TB: Individuals Making a Difference, T17, T63, T119, T121, T171, T207, T257, T259, T263, T297, T299, T301, T305, T307, T485, T487
B. Explain the chronology and significance of major social, economic and political events throughout history.	

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<p>16.B.1 Explain the significance of events in the development of Illinois and the United States (e.g., settlement, statehood, wars, technological advancement).</p>	<p>BB: Then and Now, T69, T115, T169, T205, T253, T539; Historical Events, T257, T265, T305, T485, T493; Understanding People of the Past, T119, T301, T437, T485</p> <p>TB: Then and Now, T69, T115, T169, T205, T253, T539; Historical Events, T257–T260, T265–T268, T305–T308,</p> <p>(continued)</p>
<p>16.B.1 Explain the significance of events in the development of Illinois and the United States (e.g., settlement, statehood, wars, technological advancement). (continued)</p>	<p>TB: Historical Events, (continued) T485–T488, T493–T496; Understanding People of the Past, T119–T122, T301–T304, T437–T404, T485–T488</p>
<p>C. Summarize and analyze historical relationships and developments leading to similarities and differences among people and societies throughout the world.</p>	
<p>16.C.1 Identify characteristics that are useful to describe societies (e.g., organization, roles of members, ways of using resources).</p>	<p>BB: Comparing Traditions, T169, T173, T177, T209, T210, T241; Uses of Resources and Land, T379, T391, T395, T399, T403</p> <p>TB: Purpose of Government, T153, T155, T158, T222, T268, T357; Comparing Traditions, T169–T172, T173–T176, T177–T180, T209–T214, T241–T244; Uses of Resources and Land, T379–T382, T391–T394, T395–T398, T399–T402, T403–T406</p>
<p>D. Explain the effects of urbanization, industrialization and technology on society and institutions throughout history.</p>	
<p>16.D.1 Explain the influence of transportation and communication changes throughout history (e.g., wheel, sailing improvements, steam power, fossil fuels, automobiles, telephones, broadcast media, Internet).</p>	<p>BB: Transportation and Communication, T115, T387, T527, T535, T539, T543, T547</p> <p>TB: Transportation and Communication, T115–T118, T390, T527–T530, T535–T538, T539–T542, T543–T546, T547–T550</p>
<p>E. Analyze the roles played by groups in developing a pluralistic society in the United States.</p>	

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<p>16.E.1 Explain the influence of historical customs and traditions in American society (e.g., clothing, food, holidays).</p>	<p>BB: Customs and Traditions, T209, T233, T241, T441, T445, T519 TB: Customs and Traditions, T209–T214, T223, T226, T241–T244, T431, T441–T443, T445, T519–T522</p>
<p>STATE GOAL 17: Demonstrate a knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.</p>	
<p><i>As a result of their schooling, students will be able to:</i></p>	
<p>A. Locate, describe and explain places, regions and features on the earth using geographic terms, methods and representations.</p>	
<p>17.A.1a Describe the physical characteristics of places, both local and global, using the spatial elements of point, line, area and volume (e.g., locations, roads, regions, bodies of water).</p>	<p>TB: Regions, T33, T55, T85, T108, T163, T217, T247, T302, T353, T383, T401, T466, T469, T491, T493, T531, T533, T543, T547</p>
<p>17.A.1b Identify the characteristics and purposes of geographic representations (e.g., maps, globes, graphs, photographs) and be able to locate specific places using each.</p>	<p>BB: Using Maps, T74, T83, T128, T165, T215, T245, T261, T351, T493, T531, T551 TB: Using Maps, Globes, and Photos, T19, T74, T76, T77, T78, T83, T121, T128, T130, T163, T165, T167, T173, T209, T211, T215, T216, T217, T221, T245, T251, T252, T261, T273, T337, T345, T349, T420, T425, T437, T451, T494, T495, T554</p>
<p>B. Analyze and explain characteristics and interactions of the earth’s physical systems.</p>	

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17.B.1a Identify various components of the earth’s physical systems (e.g., atmosphere, lithosphere, hydrosphere and biosphere).	TB: Seasons, T108, T245, T249, T335, T339, T529; Land, T121, T531; Water, T121, T217, T351, T353, T401, T531, T543; Air, T547
17.B.1b Describe the physical components of ecosystems (e.g., climate, altitude, latitude, water, soil characteristics).	TB: Ecosystems, T33, T55, T85, T108, T163, T217, T247, T302, T353, T383, T401, T466, T469, T491, T493, T531, T533, T543, T547; Compare Ecosystems, T123, T127, T129, T403
C. Analyze and explain relationships between geographic factors and society.	
17.C.1a Identify ways people depend on and interact with the physical environment.	BB: Interaction of People with the Environment, T123, T127, T165, T301, T403 TB: Interaction of People with the Environment, T123–T126, T127–T130, T165–T168, T301–T304, T403–T406
17.C.1b Identify opportunities and constraints of the physical environment.	BB: Uses of the Physical Environment, T301, T302, T383 TB: Uses of the Physical Environment, T301–T302, T383–T385
17.C.1c Differentiate between renewable and nonrenewable resources.	TB: Teachers can introduce renewable and nonrenewable resources as students discuss ways they can improve the environment. <i>See</i> pages T380, T391, T397, and T545.
D. Explain the historical significance of geography.	
17.D.1 Describe how the geographic characteristics of a region have changed over time.	BB: Physical Changes, T347, T351 TB: Physical Changes, T347–T350, T351–T354
STATE GOAL 18: Understand, analyze and compare social systems, with an emphasis on the United States.	
<i>As a result of their schooling, students will be able to:</i>	
A. Identify and compare characteristics of culture as reflected in language, literature, the arts and traditions.	

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<p>18.A.1 Compare folklore (e.g., songs, stories, fables) from different cultures and identify those included in the heritage of the United States.</p>	<p>BB: Literature, Art, Music, T131, T177, T181, T201, T209, T210, T223, T241, T339, T359, T381, T429, T453, T497 TB: Literature, Art, Music, T3, T29, T85, T95, T125, T131–T133, T201–T204, T209–T214, T223–T224, T229, T241–T243, T277, T303, T315, T323, T339–T342, T359–T361, T367, T383–T386, T429–T432, T453–T455, T461, T497–T499</p>
<p>B. Analyze the roles of groups and institutions in relation to people and societies.</p>	
<p>18.B.1 Compare the roles of individuals in group situations (e.g., student, committee member, team leader).</p>	<p>BB: Group Membership, T15, T27, T61, T65, T157, T161, T209 TB: Group Membership, T15–T18, T27–T30, T61–T64, T65–T68, T157–T160, T161–T164, T209–T214</p>