

**We the People: *Explore Our Land* © 2000**  
**Houghton Mifflin Company**  
**Grade Four**

**correlated to**  
**Illinois Academic Standards**  
**Social Science**  
**Late Elementary**

Illinois Goals, Standards, and Benchmarks	We the People: <i>Explore Our Land</i> © 2000
<b>STATE GOAL 14: Understand, analyze and compare political systems, with an emphasis on the United States.</b>	
<i>As a result of their schooling, students will be able to:</i>	
<b>A. Describe 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 (e.g., United States Constitution, Declaration of Independence, Gettysburg Address, Magna Carta, Mayflower Compact).</b>	SB: The Constitution, 115–116, 128; Declaration of Independence, 92, 113, 114, 119, 136, 217; Our Heritage of Liberty, 121–125; Citizenship, 130–131; Strength in Unity, 132–135 TB: Constitution, 115–116, 121–125, 128; Declaration of Independence, 113, 114; Citizenship, 130–131
<b>B. Compare and analyze the structures and functions of the political systems of Illinois, the United States and other nations.</b>	
<b>14.B.2 Give examples of government responsibilities at the local, state and national levels and distinguish among them.</b>	SB: Local and National Government, 64–65, 112, 113–119, 121–125, 126–129, 130–131, 136–137 TB: Local and National Government, 81D, 113, 116, 117, 118, 120

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<b>C. Describe and explain election processes and responsibilities of citizens.</b>	
<b>14.C.2 Explain why rights and responsibilities (e.g., voting, protection under law) are important to the individual, family, community, state and nation.</b>	SB: Rights and Responsibilities of the Individual, 87–89, 121–125, 126–129, 130–131, 132–135, 216–217, 356–357, 416–417 TB: Rights and Responsibilities of the Individual, 121, 122, 123, 130, 131, 403D
<b>D. Analyze 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 Identify and compare ways that individuals and groups influence and shape public policy (e.g., general public opinion, special interest groups, formal parties, organizations).</b>	SB: Shaping Public Policy, 87–89, 113–119, 121–125, 126–129, 130–131, 132–135, 442–447 TE: Shaping Public Policy, 88, 89, 124, 125, 130, 132, 133, 135, 403D
<b>E. Describe and explain United States foreign policy as it relates to other nations and international issues.</b>	
<b>14.E.2 Describe the leadership role of the United States in international settings (e.g., diplomacy).</b>	SB: United States and World Events, 404–411, 416–417, 418–423, 429–433, 435–439, 442–447, 448–449 TB: United States and World Events, 73, 86, 114, 404–411, 416–417, 418–423, 429–433, 435–439, 441, 442–447
<b>STATE GOAL 15: Understand, analyze and compare economic systems, with an emphasis on the United States.</b>	
<i>As a result of their schooling, students will be able to:</i>	
<b>A. Explain and compare how economic systems facilitate the exchange, production, distribution and consumption of goods and services.</b>	

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<p><b>15.A.2 Describe and compare how segments of the economy interact (e.g., producers, consumers, government, currency, banking).</b></p>	<p>SB: Effects of Economics on Communities, 42–47, 46–47, 96–101, 104–109, 154–155, 156–157, 158–161, 170–173, 178–179, 180–183, 186–189, 193, 204–205, 213–214, 218–221, 222–223, 228–230, 238–241, 253, 279, 286–287, 296–301, 336–339, 342–343, 350–351, 369–373, 381–387, 396–401</p> <p>TB: Effects of Economics on Communities, 42–47, 46–47, 61, 96–101, 97, 104–109, 154–155, 156–157, 158–161, 163D, 178–179, 180–183, 186–189,</p> <p style="text-align: right;">(continued)</p>
<p><b>15.A.2 Describe and compare how segments of the economy interact (e.g., producers, consumers, government, currency, banking). (continued)</b></p>	<p>TB: Effects of Economics on Communities, 204–205, 213–214, 218–221, 222–223, 228–230, 238–241, 296–301, 336–339, 342–343, 350–351, 360, 369–373, 379C, 381–387, 396–401</p>
<p><b>B. Analyze the effects of scarcity and choice on consumers.</b></p>	
<p><b>15.B.2 Describe connections among price, quantity demanded and opportunity costs.</b></p>	<p>SB: Price and Demand, 158–161, 274–279, 381–387; Opportunity Cost, 46–47, 238–241</p> <p>TB: Price and Demand, 45, 158, 382, 383; Opportunity Cost, 46–47, 229, 238–241, 261, 300</p>
<p><b>C. Analyze the effects of scarcity and choice on producers.</b></p>	
<p><b>15.C.2a Explain connections between price and what producers choose to make available.</b></p>	<p>SB: Price, Supply, Demand, 158–161, 274–279, 381–387</p> <p>TB: Price, Supply, Demand, 45, 158, 382, 383, 403D</p>
<p><b>15.C.2b Demonstrate how the availability of resources affects what to produce.</b></p>	<p>SB: Scarcity and Choice, 42–47, 102–103, 104–109, 158–161, 381–387</p> <p>TB: Scarcity and Choice, 43, 47, 48, 108, 383, 385, 386</p>

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<b>15.C.2c Identify natural resources, human resources and capital equipment in production relative to a variety of markets.</b>	SB: Use of Natural, Human, Capital Resources, 42–47, 53, 60, 98–101, 102–109, 111, 156–157, 170–173, 178–179, 213–214, 222–223, 238–241, 273, 283, 285–288, 342–343, 358–362, 375, 381–387, 397–398, 406 TB: Use of Natural, Human, Capital Resources, 33D, 42–47, 60, 61, 81C, 98–101, 102–109, 141D, 156–157, 170–173, 213–214, 222–223, 238–241, 285–288, 342–343, 381–387, 403D
<b>D. Explain how trade generates interdependence affecting the economies of nations.</b>	
<b>15.D.2a Describe the costs and benefits of international trade to businesses (e.g., producers, distributors, importers, exporters).</b>	SB: Economic Interdependence Among Nations, 405–411, 418–423, 435–439 TB: Economic Interdependence Among Nations, 405–411, 435–439
<b>15.D.2b Explain costs and benefits of specialization in the economy.</b>	SB: Specialization, 104–109, 156–157, 158–161, 274–279, 289–293, 383 TB: Specialization, 104, 108, 160, 276
<b>STATE GOAL 16: Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>	
<i>As a result of their schooling, students will be able to:</i>	
<b>A. Describe and explain contributions of selected individuals throughout history.</b>	

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<p><b>16.A.2 Describe the contributions of selected individuals in major eras of Illinois and United States history drawing information from a variety of traditional, electronic and on-line sources.</b></p>	<p>SB: Individuals Making a Difference, 16, 31, 50, 60, 88, 89, 90–93, 98, 99, 106, 107, 112, 115, 117, 120, 121, 123, 126, 127, 129, 130, 132–135, 146, 148–149, 170, 171, 175, 187, 190–191, 212, 213, 214, 232, 233, 240, 245, 246, 250, 270, 262, 272, 292, 293, 306, 307–308, 310, 331, 349, 392, 421, 444, 447, 496–499</p> <p>TB: Individuals Making a Difference, 7C–7D, 16, 18, 31, 77C–77D, 88–89, 90–93, 106–107, 111D, 123, 126–129, 132–135, 137C–137D, 146, 171, 187, 188, 189, 193C–193D, 232–233, 253C–253D, 292, 307, 308, 315C–315D, 331, 375C–375D, 399, 400, 401, 445</p>
<p><b>B. Explain the chronology and significance of major social, economic and political events throughout history.</b></p>	
<p><b>16.B.2 Describe and place in chronological order major events in the development of the community, Illinois and the United States.</b></p>	<p>SB: Timelines, 10–11, 34–35, 54–55, 80–81, 82–83, 106–107, 112–113, 119, 123, 125, 140–141, 142–143, 153, 164–165, 196–197, 198–199, 215, 224, 226–227, 232–233, 256–257, 258–259, 273, 284–285, 318–319, 320–321, 335, 344, 346–347, 378–379, 380–381, 388–389, 404–405, 428–429</p> <p>TB: Timelines, 11, 81, 141, 197, 257, 319; Cause and Effect: Graphic Organizers, 16, 56, 84, 100, 107, 116, 144, 206, 213, 229, 239, 262, 272, 291, 292, 322, 333, 334, 350, 361, 382, 397</p>
<p><b>C. Summarize and analyze historical relationships and developments leading to similarities and differences among people and societies throughout the world.</b></p>	
<p><b>16.C.2 Recognize major characteristics of societies (e.g., political organization, art, technology) that have emerged throughout the world.</b></p>	<p>SB: World Nations, 24–25, 70, 71, 72–73, 404–411, 418–423, 429, 433, 435–439, 442–447, 448–449; Comparing Traditions, 83–89, 90–93, 105, 106–107, 121–125, 126–129, 149–153, 156–157, 209–215, 268–273, 330–335;</p> <p style="text-align: right;">(continued)</p>

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<p><b>16.C.2 Recognize major characteristics of societies (e.g., political organization, art, technology) that have emerged throughout the world. (continued)</b></p>	<p>SB: Global Technology, 105, 106–107, 108–109, 156–157, 159, 170–173, 174–177, 187–189, 230, 246–251, 369–373, 388–393, 438–439</p> <p>TB: World Nations, 70, 71, 72–73, 86, 404–411, 418–423, 429–433, 435–439, 441, 442–447; Comparing Traditions, 81D, 85, 91, 92, 152, 197D, 208, 211, 268, 270, 330, 331, 427D; Global Technology, 104, 106, 108, 156, 157, 163D, 170, 172, 246, 321, 369, 370, 372, 389</p>
<p><b>D. Explain the effects of urbanization, industrialization and technology on society and institutions throughout history.</b></p>	
<p><b>16.D.2 Identify the impact of selected technological changes over time (e.g., wheel, printing press, horse collar, steel plow, broadcast media, automobile, airplane, heavy machinery, computer, Internet).</b></p>	<p>SB: Technology Over Time, 105, 106–107, 108–109, 156–157, 159, 170–173, 174–177, 187–189, 230, 246–251, 369–373, 388–393, 438–439</p> <p>TB: Technology Over Time, 104, 106, 108, 156, 157, 163D, 170, 172, 246, 321, 369, 370, 372, 389</p>
<p><b>E. Analyze the roles played by groups in developing a pluralistic society in the United States.</b></p>	
<p><b>16.E.2 Compare people, places and customs of the Americas prior to European colonization and settlement (e.g., Aztec, Inca, Iroquois, Hopi, Olmec, Maya, Huron).</b></p>	<p>SB: Native Americans, 149, 209–210, 268–269, 330–331, 410, 420–421</p> <p>TB: Native Americans, 149, 209–210, 268–269, 330–331, 421</p>
<p><b>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.</b></p>	
<p><i>As a result of their schooling, students will be able to:</i></p>	
<p><b>A. Locate, describe and explain places, regions and features on the earth using geographic terms, methods and representations.</b></p>	

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<p><b>17.A.2a Compare the physical characteristics of places (e.g., soils, land forms, vegetation, wildlife, climate, natural hazards).</b></p>	<p>SB: Compare Regions of World, 144–145; Regions, 35–39, 54–58, 59–63, 64–65, 68–73, 74–75, 77, 96–101, 143–147, 163, 199–203, 204–205, 238–241, 259–263, 264–265, 273, 321–327, 383, 418–423</p> <p>TB: Compare Regions of World, 28, 56, 144–145;</p> <p style="text-align: right;">(continued)</p>
<p><b>17.A.2a Compare the physical characteristics of places (e.g., soils, land forms, vegetation, wildlife, climate, natural hazards). (continued)</b></p>	<p>TB: Comparing Regions, 56, 70–71, 74–75, 143–147, 199–203, 326, 381; Regions, 35–39, 53C, 59–63, 64–65, 68–73, 74–75, 96–101, 143–147, 199–203, 204–205, 238–241, 257D, 258, 259, 261, 263, 264–265, 322, 324, 325, 370, 379D, 381, 383, 418–423</p>
<p><b>17.A.2b Demonstrate how to use maps (including mental maps) and other geographic representations and instruments to gather information (e.g., about people, places, and environments).</b></p>	<p>SB: Using Maps, 10–11, 17, 20–21, 24, 38, 41, 50, 57, 61, 62, 74–75, 85, 97, 118, 144, 145, 155, 175, 178–179, 204, 205, 209, 222, 223, 239, 256–256, 265, 270–271, 280–281, 318–319, 324, 329, 343, 348, 359, 383, 389, 395, 406, 419, 440–441, 461, 462–463; Mental Maps, 18, 20–21</p> <p>TB: Using Maps, 10, 20–21, 38, 58, 64, 69, 85, 86, 92, 99, 115, 140, 141, 150, 155, 196, 200, 219, 239, 256, 260, 271, 286, 318, 329, 343, 349, 359, 367, 370, 398, 406, 431, 436; Mental Maps, 81D, 156</p>
<p><b>B. Analyze and explain characteristics and interactions of the earth’s physical systems.</b></p>	
<p><b>17.B.2a Describe physical and human processes (e.g., erosion, agriculture, settlement) that shape spatial patterns on the earth.</b></p>	<p>SB: Physical System Changes, 264–265, 273, 342–343, 364–368, 448–449; Effects of Natural Disasters, 72–73, 206–207, 264–265, 273, 342–343, 364–367, 432–433; Agriculture, 18, 221, 222–223, 272–273, 275–276, 279, 296–301, 302–305, 364–368</p> <p>TB: Physical System Changes, 24, 197C, 202, 265, 364; Effects of Natural Disasters, 50, 51, 196C, 273, 342, 343; Agriculture, 204–205, 221, 222–223, 275, 276, 300, 302–305, 364–368</p>

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<b>17.B.2b Explain and compare how physical and living components interact in a variety of ecosystems (e.g., desert, prairie, flood plain, forest, tundra).</b>	SB: Physical Environment and Systems, 14–15, 35–39, 58–63, 74–75, 174–177, 199–203, 259–263, 264–265 TB: Physical Environment and Systems, 14–15, 35–39, 42–47, 48–51, 53C, 74–75, 143–147, 199–203, 259–262, 264–265
<b>C. Analyze and explain relationships between geographic factors and society.</b>	
<b>17.C.2a Identify how events in the physical environment (e.g., natural hazards) affect human activities.</b>	SB: Adaptation to the Environment, 46–47, 102–103, 154–155, 180–183, 186–189, 190–191, 222–223, 242–245, 264–265, 266–267, 412–415, 442–447 (continued)
<b>17.C.2a Identify how events in the physical environment (e.g., natural hazards) affect human activities. (continued)</b>	TB: Adaptation to the Environment, 16, 33D, 81D, 152, 403C, 427C
<b>17.C.2b Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation and communications).</b>	SB: Effects of Population, Transportation, and Communication on the Economy, 98–101, 102–103, 106–107, 111, 150–153, 161, 163, 174–177, 178–179, 180–183, 220, 227–230, 286–287, 330–335, 348–351, 388–393 TB: Effects of Population, Transportation, and Communication on the Economy, 98, 102–103, 106–107, 150–153, 165, 174–177, 178–179, 180–183, 200, 220, 227–230, 260, 268–273, 273, 330–335, 388–393
<b>17.C.2c Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.</b>	SB: Patterns of Migration, 83–89, 90–93, 148–153, 165–169, 208–215, 227–230, 268–273, 330–335, 347–351, 352–355, 429–434 TB: Patterns of Migration, 6, 85, 92, 93, 150, 209, 211, 349, 350
<b>D. Explain the historical significance of geography.</b>	

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<p><b>17.D.2 Describe how physical characteristics of places influence people’s perceptions and their roles in the world over time.</b></p>	<p>SB: Physical Features and Communities, 42–47, 94–95, 148–153, 154–155, 156–157, 208–215, 222–223, 268–273, 274–279, 285–288, 320–327, 330–335, 358–362, 364–368, 429–434; Culture and Place, 68–69, 70, 77, 165–169, 208–215, 231–235, 315</p> <p>TB: Physical Features and Communities, 18, 33D, 45, 151, 152, 211, 240, 317; Culture and Place, 68–69, 70, 165–169, 208–215, 231–235, 331</p>
<p><b>STATE GOAL 18: Understand, analyze and compare social systems, with an emphasis on the United States.</b></p>	
<p><i>As a result of their schooling, students will be able to:</i></p>	
<p><b>A. Identify and compare characteristics of culture as reflected in language, literature, the arts and traditions.</b></p>	
<p><b>18.A.2 Analyze ways in which language, stories, folk tales, music, and artistic creations serve as expressions of culture.</b></p>	<p>SB: Literature, Art, Music, 82–89, 105, 106, 107, 165–169, 231–235, 236–237, 268–273, 274–279, 292, 330–335, 336–339, 340–341, 356–357, 494–495</p> <p>(continued)</p>
<p><b>18.A.2 Analyze ways in which language, stories, folk tales, music, and artistic creations serve as expressions of culture. (continued)</b></p>	<p>TB: Literature, Art, Music, 77B–77D, 79, 81D, 90, 118, 163C, 166, 197D, 268, 270, 272, 292, 317, 319D, 331</p>
<p><b>B. Analyze the roles of groups and institutions in relation to people and societies.</b></p>	
<p><b>18.B.2a Compare roles of social institutions (e.g., educational, military, charitable, governmental) and describe the interactions of people with institutions.</b></p>	<p>SB: Institutions and Interactions with People, 90–93, 113–119, 121–125, 130–131, 132–135, 247–251, 437, 444–446</p> <p>TB: Institutions and Interactions with People, 118, 123, 134, 246, 247, 444</p>

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<p><b>18.B.2b Describe the impact of media (e.g., print, electronic) on institutions (e.g., schools, governments).</b></p>	<p>SB: The Constitution, 115–116; Our Heritage of Liberty, 121–125; A Center for Communications, 170–173; A Region of High Technology, 369–373; Exchanging Words and Ideas, 438–439</p> <p>TB: Our Heritage of Liberty, 121–125; Tracking the Internet, 163D; A Center for Communications, 170–173; A Region of High Technology, 369–373; Telecommunications, 438–439</p>