

We the People: *Greet the World* © 1997
Houghton Mifflin Company
Grade Kindergarten

correlated to
Illinois Academic Standards
Social Science
Early Elementary

Illinois Goals, Standards, and Benchmarks	We the People: <i>Greet the World</i> © 1997
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).	Teachers can illustrate the fundamental principles of government as students discuss their individual rights. TB: Individual Rights, T21, T32, T42–T43, T44, T57, T77, T112, T129, T140–T141, T143
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 present the different forms of government as students complete the following activities. TB: Presidents, T140, T141; Working Together, T37, T40–T41
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).	TB: Citizenship in the United States, T21, T32, T42–T43, T44, T57, T77, T112, T129, T140–T141, T143

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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: Neighborhood Helpers, T42 TB: Related Activities: Let's Work It Out, T18–T19, T27, T41; Neighborhood Helpers, T42–T43; School Rules, T21; Jobs in School, T30; Voting, T63
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.	TB: At this level, a simple introduction to the world is given. <i>See</i> Traveling Abroad, T128–T129 and Good Citizens Everywhere, T129.
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: Food Production, T58, T59, T65; Buying and Selling, T41, T52, T53, T60, T61, T65
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).	TB: Related Activities: Buying and Selling, T41, T52, T53, T60, T61, T65; Jobs/Occupations, T11, T30, T42, T43, T71, T84
C. Analyze the effects of scarcity and choice on producers.	
15.C.1a Identify human, natural and capital resources (e.g., skills, minerals, tools, machines) used to produce different goods and services.	Teachers can use the following activities to introduce the concept of human, natural, and capital resources. TB: Jobs/Occupation, T11, T30, T42, T43, T71, T84; Grow Your Own Food, T65; Working Together, T40–T41; Visit the Farm, T120–T121; Good Citizens Everywhere, T129

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15.C.1b Demonstrate how scarcity forces producers to make choices.	TB: Related Activities: Food Production, T58, T59, T65; Consumers, T60–T61
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 Signs, T36; Buying and Selling, T60–T61; Lemonade for Sale, T65
15.D.1b Identify the origin of products purchased by consumers.	Teachers can use activities involving shopping to explain the origin of products. TB: Make a List, T58–T59; Let’s Go Shopping, T60–T61
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: Neighborhood Helpers, T42 TB: Neighborhood Helpers, T42–T43; William Jefferson Clinton, T153; Dr. Martin Luther King, Jr., T140, T141; Abraham Lincoln, T140; George Washington, T140
B. Explain the chronology and significance of major social, economic and political events throughout history.	
16.B.1 Explain the significance of events in the development of Illinois and the United States (e.g., settlement, statehood, wars, technological advancement).	BB: Events, People, and Places of the Past, T26, T29, T86, T134, T141 TE: Events, People, and Places of the Past, T29, T63, T86–T87, T88, T113, T135, T140
C. Summarize and analyze historical relationships and developments leading to similarities and differences among people and societies throughout the world.	

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<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: Related Activities: Examining the Past, T26, T29, T86, T134, T141 TB: Related Activities: Examining the Past, T29, T63, T86–T87, T88, T113, T135, T140</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: Bus, T14, T122; Truck, T125; Motorcycle, T125 TB: Communication: Write Your Own Name, T13; Transportation: Bus, T122, T123; Airplane, T128</p>
<p>E. Analyze the roles played by groups in developing a pluralistic society in the United States.</p>	
<p>16.E.1 Explain the influence of historical customs and traditions in American society (e.g., clothing, food, holidays).</p>	<p>TB: Carnival, T140; Bein’ With You This Way, T17; National Birthdays, T140; Stars and Stripes, T135; One Big Family, T32; Hooray for the 4th, T134, T135; A Cheer for the 4th, T143</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>BB: Basic Land and Water Forms, Seasons, T126, T141 TB: Use Locational Terms, T104, T109, T111; Naming Places, T113; Using a Globe, T129; Basic Land and Water Forms, Seasons T126, T141, T143</p>

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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.	BB: Using Maps, Globes, and Photos, T17, T38, T71, T111, T118, T125, T126 TB: Using Maps, Globes, and Photos, T16, T28, T38, T71, T110–T111, T114, T118–T119, T124, T126–T127, T128, T129
B. Analyze and explain characteristics and interactions of the earth’s physical systems.	
17.B.1a Identify various components of the earth’s physical systems (e.g., atmosphere, lithosphere, hydrosphere and biosphere).	BB: Related Activities: Seasons and Weather, T141 TB: Related Activities: Seasons and Weather, T70, T127, T141, T143
17.B.1b Describe the physical components of ecosystems (e.g., climate, altitude, latitude, water, soil characteristics).	BB: Physical Features of Places Near and Far, T108, T121, T122, T126 TE: Physical Features of Places Near and Far, T108–T109, T113, T120–T121, T122–T123, T126–T127, T128
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 Humans with Physical Environment, T71, T74, T121, T124 TB: T65, T70–T71, T74, T113, T118–T119, T120–T121, T122–T123, T124–T125, T126–T127
17.C.1b Identify opportunities and constraints of the physical environment.	Teachers can encourage students to examine opportunities and constraints of the physical environment as students complete the following activities. TB: Physical Features of Places, T108–T109, T113, T120–T121, T122–T123, T126–T127, T128
17.C.1c Differentiate between renewable and nonrenewable resources.	Teachers can introduce this concept as students learn to take care of the Earth. TB: Taking Care of the Environment, T41, T57, T112, T129
D. Explain the historical significance of geography.	
17.D.1 Describe how the geographic characteristics of a region have changed over time.	BB: Seasons and Weather, T141 TB: T70, T127, T141, T143

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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.	
18.A.1 Compare folklore (e.g., songs, stories, fables) from different cultures and identify those included in the heritage of the United States.	TB: Literature and Music, T7, T18–T19, T26, T29, T35, T58, T60, T65, T75, T76, T79, T112, T114, T115, T119, T120, T121, T123, T124, T128–T129, T134, T140, T143
B. Analyze the roles of groups and institutions in relation to people and societies.	
18.B.1 Compare the roles of individuals in group situations (e.g., student, committee member, team leader).	BB: Group Membership, T6, T12, T17, T26, T29, T41, T46 TE: Group Membership, T6, T12–T13, T17, T22, T26, T29, T32, T41, T44, T46, T112