

**We the People: *Discover our Heritage* © 2000**  
**Houghton Mifflin Company**  
**Grade Six**

**correlated to**  
**Illinois Academic Standards**  
**Social Science**  
**Middle/Junior High School**

**Grade 6**

<b>Illinois Learning Standards: Middle/Junior High School</b>	<b>We the People: <i>Discover our Heritage</i> © 2000</b>
<b>STATE GOAL 14: Understand 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. 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>	SB: Historical Events and U.S. Government, 50–51, 204–205, 294–295, 362, 387–389, 390–391, 393, 556, 660–664 TB: Historical Events and U.S. Government, 45, 50–51, 193D, 204–205, 362, 393, 403D, 455D, 660–664
<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 of Illinois and the United States as prescribed in their constitutions.</b>	TB: Local and state governments are covered thoroughly in previous grades; however, the teacher can review with the following pages 50–51, 204–205, and 400–401.
<b>C. Understand election processes and responsibilities of citizens.</b>	
<b>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</b>	SB: Rights, 50–51, 199–200, 204–205, 227–228, 400–401, 538–539 TB: Rights, 8, 193D, 201
<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>	

Illinois Learning Standards: Middle/Junior High School	We the People: <i>Discover our Heritage</i> © 2000
<p><b>14.D.3a 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></p>	<p>SB: Shaping Public Policy: Historical Examples, 393, 394, 408, 416, 444, 459, 477, 482, 483, 505, 528, 545, 576, 587; Media, 611; NAFTA, 630; Citizenship, 294–295, 400–401, 538–539, 612–613, 666–667            TB: Citizenship Activities, 294–295, 400–401, 538–539, 612–613, 666–667</p>
<p><b>E. Understand United States foreign policy as it relates to other nations and international issues.</b></p>	
<p><b>14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).</b></p>	<p>SB: Influence of World Events, 28–29, 362, 386–394, 405–410, 414–418, 419–423, 442–447, 457–461, 478–483, 484–485, 538–539, 648–653            (continued)</p>
<p><b>14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology). (continued)</b></p>	<p>TB: Influence of World Events, 37D, 362, 393, 416, 418, 419, 455D, 484–485</p>
<p><b>F. Understand the development of United States political ideas and traditions.</b></p>	
<p><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></p>	<p>SB: Origins of Democratic Ideals, 50–51, 198–200, 204–205, 227–228, 294, 295, 361–363, 445, 446–447, 538–539, 587–589, 660–664            TB: Origins of Democratic Ideals, 4–9, 57D, 193D, 403D</p>
<p><b>14.F.3b Describe how the United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.</b></p>	<p>SB: The Constitution, 50–51, 660, 662–663; Bill of Rights 51            TB: Constitution, 50–51, 660, 662–663</p>

<b>Illinois Learning Standards: Middle/Junior High School</b>	<b>We the People: <i>Discover our Heritage</i> © 2000</b>
<b>STATE GOAL 15: Understand 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. Understand how different economic systems operate 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>	SB: Producers and Consumers, 184, 290, 352–353, 382–383, 408, 414–418, 436–437, 466–468, 509, 546–547, 553, 554, 595–599 TB: Producers and Consumers, 120, 184, 347C, 468
<b>15.A.3b Explain the relationship between productivity and wages.</b>	Students can explore the connection between productivity and wages as they examine different working situations. SB: Types of Work, 61–62, 96–98, 102–103, 166–167, 184–187, 189, 316, 467 TB: Types of Work, 62–62, 96–98, 164, 165
<b>15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.</b>	SB: Exchange and Money, 144, 168, 184–187, 234, 260, 275, 416–470 TB: Exchange and Money, 144, 168, 184–187, 200, 234, 260, 275, 416–470
<b>15.A.3d Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).</b>	SB: See Industrialization pages 358–361 and Specialization of Labor page 68 for related information.
<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>	SB: Supply and Demand, 120, 184, 185; Markets, 290–340, 360–361 TB: Supply and Demand, 120, 184, 185; Markets, 290–340, 360–361
<b>15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.</b>	SB: Free Market Competition, 184–187, 290, 415–418, 596–597 TB: Free Market Competition, 29, 137, 184, 322, 415–418
<b>C. Understand that scarcity necessitates choices by producers.</b>	

Illinois Learning Standards: Middle/Junior High School	We the People: <i>Discover our Heritage</i> © 2000
<b>15.C.3 Identify and explain the effects of various incentives to produce a good or service.</b>	SB: Goods/Services, 180, 181, 290, 316, 350–353 TB: Goods/Services, 181, 290, 316, 322, 350–353
<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>	SB: International Trade, 74, 75, 114–115, 126, 183, 184–187, 189, 196–197, 230–231, 270–271, 297, 350–353, 365–369, 415–418, 458, 596–597, 653 TB: International Trade, 75, 115, 126, 137, 164, 165, 175, 183, 184–187, 196, 275, 297, 300, 322, 342, 350–353, 365–369, 415–418, 458, 516, 565D, 597, 609, 653
<b>15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.</b>	SB: Specialization and Exchange, 161, 163, 184, 186, 270, 598–599, 634 TB: Specialization and Exchange, 171D, 513C, 565D, 583D, 598, 622
<b>15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.</b>	SB: Effects of Technology on Work, 74, 75, 98–99, 197, 230–231, 290, 291, 350–353, 358–359, 360–361, 381, 411–413, 424–425, 462–463, 515–519, 546–547, 570–571 TB: Effects of Technology on Work, 171D, 175, 230–231, 275, 290, 358–359, 360–361, 367, 411–413, 424–425, 515–519, 546, 570–571
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>	
<b>15.E.3a Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).</b>	SB: Taxes, 362 TB: Taxes, 403D, 514

Illinois Learning Standards: Middle/Junior High School	We the People: <i>Discover our Heritage</i> © 2000
<p><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></p>	<p>SB: Colonization, 365–369; Suez Canal, 459; Pollution, 624; European Community, 414–418; NAFTA, 630–631            TB: Economics and Government, 365–369, 414–418, 459, 624, 630–631</p>
<p><b>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b></p>	
<p><i>As a result of their schooling, students will be able to:</i></p>	
<p><b>A. Apply the skills of historical analysis and interpretation.</b></p>	
<p><b>16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</b></p>	<p>SB: Using Various Sources to Reconstruct the Past, 30–31, 35–39, 44–48, 76, 84–87, 112, 144–145, 199, 214–217, 337, 343, 395–399, 448–449, 450–453, 483, 522–525            TB: Using Various Sources to Reconstruct the Past, 30–31, 57D, 78, 105, 199, 210, 330, 337, 343, 347D</p>
<p><b>16.A.3b Make inferences about historical events and eras using historical maps and other historical events.</b></p>	<p>SB: Using Maps to Make Inferences, 174, 179, 189, 202, 220–221, 231–232, 256, 302–303, 370–371, 424–425, 429, 440–441, 455, 462–463, 470–471, 520–521, 548–549            TB: Using Maps to Make Inferences, 21, 26, 45, 77, 114, 138, 155, 165, 196, 202, 226, 228, 231–232, 249, 250, 256, 297, 299, 302–303, 327, 333, 339, 355, 367, 370–371, 388, 391, 415, 425, 440–441, 444, 462–463, 470–471, 498, 519, 520–521, 544, 548–549</p>

Illinois Learning Standards: Middle/Junior High School	We the People: <i>Discover our Heritage</i> © 2000
<b>16.A.3c Identify the differences between historical fact and interpretation.</b>	SB: Historical Fact and Interpretation, 84–87, 112 TB: Historical Fact and Interpretation, 105, 127
<b>B. Apply the skills of historical analysis and interpretation.</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>	<i>We the People: Discover Our Heritage</i> focuses both on the history of the ancient world and an overview of regions in the modern age. For an understanding of colonial America see grade 8.
<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>	<i>We the People: Discover Our Heritage</i> focuses both on the history of the ancient world and an overview of regions in the modern age. For an understanding of this skill see grade 8.
<b>16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.</b>	SB: For related information see Upholding Our Rights pages 662–664 TB: Upholding Our Rights, 662–664
<b>16.B.3d (US) Describe ways in which the United States developed as a world political power.</b>	SB: For related information see: The United States: Strength in Diversity, 660–664 TB: 660–664
<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 500 BCE and 500 CE.</b>	SB: Ancient India and China, 124; The Culture and Religions of Ancient India, 128–135; The Culture and Philosophy of Ancient China, 140–147; Chapter Review, 150–151 TB: 123C–123D, 124–151
<b>16.B.3b (W) Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T’ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.</b>	SB: The Ruin of Rome, 248–249; The Rise of Islam, 255–259; The Spread of Islam, 260–264; New Empires in Africa, 268–272; East Asia Maintains Its Traditions, 273–277 TB: 248–249, 253C–253D, 254–281

Illinois Learning Standards: Middle/Junior High School	We the People: <i>Discover our Heritage</i> © 2000
<b>16.B.3c (W) Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.</b>	SB: Growth and Change in Europe, 286; Medieval Europe, 287–293; Cultures Affect Each Other, 296–301; The Renaissance, 304–309; The Era of Reformation, 314–317; Chapter Review, 318–319 TB: 286C–285D, 286–319
<b>16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.</b>	SB: Toward Modern Times, 348; European Exploration and Conquest, 349–353; The Age of Revolutions, 356–363; The Building of European Empires, 364–369; Chapter Review, 372–373 TB: 347C–347D, 348–373
<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>	SB: Toward Modern Times, 348; European Exploration and Conquest, 349–353; The Building of European Empires, 364–369; Chapter Review, 372–373 TB: 347C–347D, 348–373
<b>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700–present.</b>	SB: For related information see: The United States: Strength in Diversity, 660–664 TB: 660–664
<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>	SB: <i>We The People: Discover Our Heritage</i> focuses on ancient civilizations and an overview of the distinct regions in the modern age. For related information see pages 660–664.
<b>16.C.3a (W) Describe major economic trends from 100 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.</b>	SB: Economic Institutions, 95, 142, 232–234, 289–290, 359–361, 368, 414–418, 436, 460, 468–469, 509, 546, 554, 557, 558, 576–577, 596, 630 TB: 436, 459, 510

Illinois Learning Standards: Middle/Junior High School	We the People: <i>Discover our Heritage</i> © 2000
<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>	SB: Mayan and Incan Civilizations, 158–163; Early North American Cultures, 164–168 TB: 158–163, 164–168
<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>	SB: Technology Over Time, 64–65, 67, 74, 140–142, 147, 209, 211, 219–220, 230–231, 236–237, 307, 351, 354–355, 356–361, 363, 381, 383, 387, 388, 411–413, 464–469, 558–559, 596–597, 651 TB: Technology Over Time, 64–65, 140–142, 151D, 209, 211, 220, 230–231, 237, 356, 383, 411, 558, 596
<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 19th century.</b>	SB: <i>We the People: Discover Our Heritage</i> focuses on ancient civilizations. For related information see The Ancient Americas pages 152–171.
<b>16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.</b>	SB: <i>We the People: Discover Our Heritage</i> focuses on ancient civilizations. For related information see The Ancient Americas pages 152–171.
<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>	SB: Continuity and Change, 94–105, 113–119, 134–135, 144–147, 158–163, 198–203, 219–221, 225–230, 247–250, 260–264, 274–277, 287–293, 304–309, 314–317, 326–330, 331–336, 349–353, 356–363, 364–369, 386–394, 443–447 TB: Continuity and Change, 19, 27, 83, 93, 119, 127, 157, 239, 293, 301, 309, 363, 394, 447, 483

Illinois Learning Standards: Middle/Junior High School	We the People: <i>Discover our Heritage</i> © 2000
<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>	SB: <i>We the People: Discover Our Heritage</i> focuses on ancient civilizations. For related information see The Ancient Americas pages 152–171.
<b>16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</b>	SB: <i>We the People: Discover Our Heritage</i> focuses on ancient civilizations. For related information see The Geography of Ancient America pages 153–157.
<b>16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850-present, on the environment.</b>	SB: For related information see: Rome, 228–229, 247–250; Urban Migration, 442–447; Urbanization, 534–537 TB: For related information see: 228–229, 247–250, 442–447, 534–537
<b>16.E.3a (W) Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000–1000 BCE.</b>	SB: Fertile Crescent, 66–68; Nile Valley, 91–93; India’s River Valley, 125–127; China, 137–139 TB: 66–68, 91–93, 125–127, 137–139
<b>16.E.3b (W) Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE–1500 CE.</b>	SB: Toward Modern Times, 348; European Exploration and Conquest, 349–353; The Age of Revolutions, 356–363; The Building of European Empires, 364–369; Chapter Review, 372–373 TB: 347C–347D, 348–373

<p align="center"><b>Illinois Learning Standards: Middle/Junior High School</b></p>	<p align="center"><b>We the People: <i>Discover our Heritage</i> © 2000</b></p>
<p><b>STATE GOAL 17: Understand world geography and 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.</b></p>	
<p><b>17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the earth (e.g., hemispheres, meridians, continents, bodies of water).</b></p>	<p>SB: Map Boundaries, 28, 29, 56–57, 93, 126, 159, 196, 202, 330, 367, 391, 407, 415, 437, 439, 441, 444, 503, 509, 513, 544, 649 TB: Map Boundaries, 28, 29, 159, 322, 339, 352, 381, 391, 415, 437, 458, 503, 544, 623, 649</p>
<p><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></p>	<p>SB: Maps, Globes, and Photographs, 28–29, 64–65, 230–231, 354–355, 424–425, 462–463, 500–501, 570–571, 658–659; Using Maps, 174, 179, 189, 202, 220–221, 231–232, 256, 302–303, 370–371, 424–425, 429, 440–441, 455, 462–463, 470–471, 520–521, 548–549; Charts and Graphs, 25, 437, 439 TB: Using Maps, 21, 26, 45, 77, 114, 138, 155, 165, 196, 202, 226, 228, 231–232, 249, 250, 256, 297, 299, 302–303, 327, 333, 339, 355, 367, 370–371, 388, 391, 415, 425, 440–441, 444, 462–463, 470–471, 498, 519, 520–521, 544, 548–549; Charts and Graphs, 22, 23, 24, 26, 66, 126, 136, 153, 157, 164, 165, 171D, 173, 174, 183, 195, 379, 435, 436, 493, 558, 607</p>
<p><b>B. Analyze and explain characteristics and interactions of the Earth’s physical systems.</b></p>	
<p><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></p>	<p>SB: Physical System Changes, 24, 382, 384–385, 437, 548–549, 572–573, 625; Natural Resources: Africa, 435–439; Asia, 496; Australia, 498; Japan, 516; South America, 567–569; Think Like a Geographer, 64–65, 424–425, 462–463, 500–501, 570–571 TB: Natural Resources, 185, 186, 249; Think Like a Geographer, 64–65, 424–425, 462–463, 500–501, 570–571</p>

Illinois Learning Standards: Middle/Junior High School	We the People: <i>Discover our Heritage</i> © 2000
<b>17.B.3b Explain how changes in components of an ecosystem affect the system overall.</b>	SB: Physical Changes, 173–175, 438, 462–463, 500–501, 548–549, 625; Netherlands, 419–423; 424–425; Chunnel, 411–413; Panama Canal, 570–571 TB: Physical Changes, 411–413, 419–423, 424–425, 491D, 570–571
<b>C. Understand relationships between geographic factors and society.</b>	
<b>17.C.3a Explain how human activity is affected by geographic factors.</b>	SB: Geography and Political Space, 26–27, 28–29, 64–65, 66–68, 91–93, 126–127, 136–139, 153–157, 174–176, 196–197, 230–231, 378–383, 424–425, 436–439, 462–463, 494–499, 500–501, 567–569, 621–626; Dependence on Land, 66–68, 91–93, 126–127 TB: Geography and Political Space, 28–29, 64–65, 92, 126, 136, 230–231, 424–425; Dependence on Land, 92, 139
<b>17.C.3b Explain how patterns of resources used throughout the world.</b>	SB: Compare Ecosystems, 64–65, 154, 156, 157, 160, 166, 167, 180, 436, 437; Comparing Regions, 22–27 TB: Compare Ecosystems, 23, 436, 437
<b>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</b>	SB: Patterns of Migration, 45, 77–83, 126–127, 128–129, 154–157, 179–180, 228–229, 247–250, 260–261, 276, 508–509, 647, 651, 658–659, 660–664 TB: Patterns of Migration, 45, 79, 126, 128, 179, 196, 439, 647, 658, 659, 660–664
<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>	SB: Physical Features and Communities, 26–27, 28–29, 64–65, 66–67, 91–93, 126–127, 136–139, 153–157, 174–176, 196–197, 379–383, 424–425, 462–463, 500–501 TB: Physical Features and Communities, 26–27, 28–29, 64–65, 126, 136, 424–425

Illinois Learning Standards: Middle/Junior High School	We the People: <i>Discover our Heritage</i> © 2000
<p><b>17.D.3b Explain how interactions of geographic factors and societal activities shape present conditions.</b></p>	<p>SB: Geography and Political Space, 26–27, 28–29, 64–65, 66–68, 91–93, 126–127, 136–139, 153–157, 174–176, 196–197, 230–231, 378–383, 424–425, 436–439, 462–463, 494–499, 500–501, 567–569, 621–626; Agriculture, 16–167, 139, 180, 181, 342, 467; Physical Environment and Systems, 24–25, 126–127, 137–139</p> <p>TB: Geography and Political Space, 28–29, 64–65, 92, 126, 136, 230–231, 424–425; Agriculture, 139, 167, 180, 467</p>
<p><b>STATE GOAL 18: Understand 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. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</b></p>	
<p><b>18.A.3 Explain how language, literature, the arts, architecture, other traditions contribute to the development and transmission of culture.</b></p>	<p>SB: Literature, Art, Music, 30–31, 35–39, 40–43, 44–48, 76, 84–87, 106–111, 144–145, 199–214–217, 265–267, 310–313, 337, 343, 395–399, 411–413, 448–449, 450–453, 483, 522–525, 590–594, 636–639</p> <p>TB: Literature, Art, Music, 9C–9D, 30–31, 53C–53D, 57D, 78, 189C–189D, 199, 210, 281C–281D, 337, 343, 373C–373D, 429C–429D, 487C–487D, 561C–561D, 615C–615D</p>
<p><b>B. Understand the roles and interactions of individuals and groups in societies.</b></p>	

Illinois Learning Standards: Middle/Junior High School	We the People: <i>Discover our Heritage</i> © 2000
<p><b>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</b></p>	<p>SB: Forms and Interactions of Institutions, 37, 70–71, 74–75, 82–83, 95–96, 131–134, 142, 144–147, 184, 199–201, 204–205, 219, 226–229, 247–251, 258–259, 288–293, 305, 326–328, 361–363, 393–394, 406–408, 414–417, 443–447, 478–483, 503–506, 526–530, 558, 575–577, 585–589, 628–629, 662–664</p> <p>TB: Forms and Interactions of Institutions, 37, 70–71, 74–75, 82–83, 95–96, 131–134, 142, 144–147, 184, 199–201, 204–205, 219, 226–229, 247–251, 258–259, 288–293, 305, 326–328, 361–363, 393–394, 406–408, 414–417, 443–447, 478–483, 503–506, 526–530, 558, 575–577, 585–589, 628–629, 662–664</p>
<p><b>18.B.3b Explain how social institutions contribute to the development and transmission of culture.</b></p>	<p>SB: Customs and Traditions, 53, 55, 57, 58, 64, 68, 125–127, 168, 173, 179–180, 194–195, 197, 225–226, 265–266, 268, 283–288, 290–291, 292–293, 318–319, 328, 332, 338–341, 344–347, 349–351, 402, 407 427–428, 431, 452–456, 459, 478, 498; Social Structures, 18, 35, 53, 55, 86, 126, 167, 239, 264, 315, 351, 441, 469</p> <p style="text-align: right;">(continued)</p>
<p><b>18.B.3b Explain how social institutions contribute to the development and transmission of culture. (continued)</b></p>	<p>TE: Social Systems, 82, 88, 89, 115, 163, 174, 186, 205, 214, 263, 275, 283, 312, 314, 319, 327, 328, 359, 402, 425, 434, 466, 467, 471</p>
<p><b>C. Understand how social systems form and develop over time.</b></p>	
<p><b>18.C.3a Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).</b></p>	<p>SB: The Constitution, 50–51, 660; Bill of Rights 51; Civil Rights, 662–664; Individual Rights, 400–401</p> <p>TB: Constitution, 50–51, 400–401, 660, 662–663</p>

Illinois Learning Standards: Middle/Junior High School	We the People: <i>Discover our Heritage</i> © 2000
<p><b>18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.</b></p>	<p>SB: Cultural Contributions, 36, 60–62, 69–76, 77–83, 84–87, 94–105, 113–119, 123, 128–135, 140–147, 151, 158–163, 164–168, 171, 178–182, 183–187, 199–203, 206–213, 219–221, 227–229, 232–239, 241–246, 256–259, 262–264, 268–272, 273–277, 287–293, 304–309, 324–325, 328–330, 334–336, 340–342, 352–353, 356–363, 369, 407, 420–421, 446–447, 457–461, 472–477, 518–519, 536–537, 543–547, 601–605, 644–647</p> <p>TB: Cultural Contributions, 30, 36, 70, 72, 78, 96, 98, 100, 103, 108, 118, 134, 141, 159, 160, 179, 180, 199, 206, 210, 211, 212, 217, 220, 236, 242, 258, 262, 288, 305, 306, 307, 328, 334, 335, 340, 407, 420, 457–461, 518, 604, 660, 662</p>