

Early Elementary

Understand political systems, with an emphasis on the United States

Why This Is Important: The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through the study of various forms and levels of government and the documents and institutions of the United States, students will develop the skills and knowledge that they need to be contributing citizens, now and in the future.

Students understand and explain basic principles of the United States government.

Stage A

1. Name rules and responsibilities that students have at home, in school, and in public places.
2. Describe rules that help students treat each other fairly.
3. Demonstrate ways students help each other (e.g., taking turns and sharing).
4. Explain the consequences of breaking rules.
5. Give an example of a fair resolution to a conflict among people.

Stage B

1. Tell about some rules and responsibilities that students have in school to help promote order and safety.
2. Name some of the benefits of sharing and taking turns during games and group activities.
3. Explain why schools have rules to help students learn.
4. Produce new rules that could apply to students' lives at home or school.
5. Demonstrate examples of honesty and fairness when playing or working with other students.
6. Give an example of how governments help people live safely and fairly.
7. Identify why people need governments to help organize or protect people.

Stage C

1. Distinguish between different kinds of rules and responsibilities as applied in the home, school, and community.
2. Identify some class or school rules that were determined through democratic decision-making.
3. Explain some reasons for having rules and laws governing the lives of people.
4. Identify the names of people who occupy government offices in their community, state, and federal government.
5. Explain why people vote and run for political offices in a democracy.

Stage D

1. List reasons for forming a government.
2. Describe the purpose of the Declaration of Independence, and the Illinois and United States Constitutions.
3. Recite basic rights of citizens and restrictions upon government afforded to Americans through the Bill of Rights.
4. Differentiate between citizenship by birth or naturalization.

5. Discuss some of the responsibilities adults share in maintaining our local governments and communities (e.g., voting at election time, when asked to serve on community boards or committees they join, paying their taxes, serving on juries).
6. Defend the position that people in a democracy must have such rights as freedom of speech, freedom of the press, freedom of religion, or freedom of assembly

Students understand the structures and functions of the political systems of Illinois, the United States, and other nations.

Stage A

1. Identify persons who are authority figures in their home, school, and community.
2. Describe a person who provides positive leadership for others.
3. Name a person who has served as President of the United States.
4. Identify a type of official who has an office or role within a government (e.g., mayor, Congressman, President).
5. Name a duty, job, or responsibility of a government (e.g., protection of the people, make laws).

Stage B

1. Identify the officials and political bodies that form the organization of their local government (mayor, police chief, justice of the peace).
2. Name the current President of the United States.
3. Identify important services provided by local governments to people (e.g., police and fire protection, parks departments).

Stage C

1. Identify current leaders within their local governments.
2. Name both the current President and Vice President of the United States.
3. Identify the current Governor of the State of Illinois.
4. List the names for the levels of government found throughout the United States (city, county, state, federal, or national).
5. List the three branches of government found within the state and federal government.
6. State the names of the two houses of the U.S. Congress.
7. Compose a definition of "state government."
8. Explain the role that state governments play in the lives of people.
9. Explain how local government has an influence over the lives of people in their community (e.g., they create speed limits, rules about allowing pets to run free).
10. List some examples of government services in their communities that serve to help people and improve their lives (e.g., libraries, park programs, employment offices).

Stage D

1. Name people from Illinois who serve in the U.S. Congress.
2. Compose a definition for a "national government."
3. Summarize the function of the three branches of government found within the state and federal government.
4. Compare and contrast how local and state governments provide services to people.
5. Distinguish between the powers and responsibilities of local, state, and federal government.

Students understand election processes and responsibilities of citizens.

Stage A

1. Discuss decision-making in their lives.
2. Describe a situation where people vote to resolve their differences and decide what to do.
3. Lead a class vote over something the class would like to do.
4. Explain why majority rule is used in group decision-making (e.g., voting for food at a class party).

Stage B

1. Discuss a situation in their home or school that illustrates people being responsible in their duties or job.
2. List examples of responsible student classroom behavior.
3. Summarize the outcome of classroom decision-making in terms of what was decided by the majority of the students.
4. Identify elected leaders (e.g., mayor, governor, president).

Stage C

1. List examples of various ways responsible students work together to help classmates.
2. Identify examples of rights and responsibilities students share within a school.
3. Predict the benefits of acting responsibly in their classroom.
4. Describe ways in which more than one classroom can work together to help their school.
5. Determine rules for choosing classroom leaders.
6. Compose a definition for the term "representation."
7. Explain why in a democracy people choose to vote on important issues or for offices.

Stage D

1. Explain the significance of the rights and responsibilities students share within a school.
2. Predict the consequences of people not acting responsibly in their communities.
3. Explain why a person might choose to vote for one candidate for President of the United States over another candidate.
4. Identify historical events during which various groups have won their right to participate within the electoral process (e.g., 15th and 19th Amendments).

Students understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

Stage A

1. Name a student or parent group that serves their school.
2. Describe a person in the community who helps to improve the lives of others (e.g., community center director, day care providers).
3. Identify a government official or public servant carrying out their duties or responsibilities (e.g., a police officer arresting a criminal, lifeguard teaching swimming at the city pool).

Stage B

1. Identify a student or parent group that serves the school.
2. State the interests of students and adults involved in a school project (e.g., a fund raising activity to buy and build new playground equipment for their school).
3. Tell how a student should express ideas in a respectful manner to another student or to teachers.
4. Recognize the responsibilities of local government.

Stage C

1. Explain what is meant by the idea of “the common good of the people.”
2. Describe a situation wherein the common good supersedes the interests of individuals.
3. Explain why people join public interest groups (e.g., PTA, historical societies, non-governmental organizations).
4. Identify some non-profit agencies or civic groups that serve the common good (e.g., Red Cross).

Stage D

1. Explain why someone would join a non-profit or civic group that serves the common good (e.g., Red Cross).
2. Describe a way that a president used political persuasion to shape public policy (e.g., State of the Union Address, press conference, meeting with members of a Congressional committee).
3. Identify a controversial issue in the community.
4. Identify the names of major contemporary political parties.

Students understand United States foreign policy as it relates to other nations and international issues.

Stage A

1. Identify a country other than the United States to which a person can travel.
2. Recognize the titles for heads of government (e.g., presidents).

Stage B

1. Tell about someone that students have seen or met (e.g., on television, in a book, in the neighborhood) who lives in another country.
2. Tell about food from other countries.
3. Identify a product or artifact that comes from another country (e.g., food, toys).

Stage C

1. Describe an example where the people of the United States and people from other countries might need to cooperate to solve a common problem.
2. Tell about people who have come from other countries to live in the United States.

Stage D

1. Name an international organization of which the United States is a member (e.g., United Nations).
2. Identify the role of the president in making foreign policy decisions.
3. Describe how the interests of the United States and other nations may or may not allow for international cooperation.

Students understand the development of United States political ideas and traditions.

Stage A

1. Give reasons for being honest and truthful when talking and working with other people
2. State the benefits of showing respect for the ideas and property of others.
3. Name a holiday with political significance.
4. Identify a patriotic symbol of the United States (e.g., flag, bald eagle).
5. Describe what freedom means.
6. Recite the Pledge of Allegiance.

Stage B

1. Identify an example of behavior that shows someone showing good citizenship (e.g., recycling, being honest when being questioned).
2. Give examples of people being honest and truthful when working with others.
3. Describe how a holiday such as the Fourth of July represents the idea of freedom.
4. Describe how a holiday such as Veteran's Day represents the idea of sacrifice to preserve freedom.
5. State reasons why people benefit from basic rights such as freedom of speech.

Stage C

1. Identify examples of people who are famous for being honest and truthful (e.g., Abraham Lincoln returning change).
2. Define the concept of "Patriotism."
3. Identify reasons why people have chosen a democracy for their plan of government.
4. Define the concept of "liberty."
5. Identify an artistic expression (e.g., song, painting, film) that illustrates the traditions important to our political system and concept of freedom.
6. Recognize the state flag and motto of Illinois.
7. Explain the purpose of the Pledge of Allegiance.

Stage D

1. Describe values that have formed the foundation of our American democratic system (e.g., the love of liberty, respect for individual rights).
2. Summarize the meaning of the words, sounds, or images in an artistic expression that illustrates the traditions important to our political system and concept of freedom (e.g., music and lyrics to the Star Spangled Banner, painting of George Washington crossing the Delaware River).

3. Explain the significance of political symbols and mottoes of the United States (e.g., E Pluribus Unum, the Flag, the Statue of Liberty, the bald eagle, the Great Seal, oaths of office).

Understand economic systems, with an emphasis on the United States

Why This Is Important: People's lives are directly affected by the economies of cities, states, nations and the world. All people engage in economic activity: buying, selling, trading, producing and consuming. By understanding economic systems—and how economics blends with other social sciences, students will be able to make more informed choices, prudently use resources and function as effective participants in the economies around them.

Students understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Students understand economic systems, with an emphasis on the United States.

Stage A

1. Identify goods and services from a set of pictures of goods and services.
2. Describe a choice they have made and explain why they had to make a choice.
3. Suggest a way in which a scarce item could be distributed (e.g., one jump rope, 3 children).
4. Describe jobs they do at home.
5. Identify workers they see at school and in the community.

Stage B

1. List and categorize goods and services families consume.
2. Explain how a family made a choice.
3. Identify at least three ways in which a scarce item might be distributed in the classroom (e.g., 10 cookies for 20 children).
4. Identify jobs students might do to earn pay.
5. Identify jobs adults do.
6. Match workers in the community to the goods and services they produce.

Stage C

1. Explain why a choice must be made, given an example of a limited resource and a list of alternative uses for the resource.
2. Analyze the advantages and disadvantages of distributing a good or service in different ways.
3. List jobs people do to earn wages.
4. Identify producers of goods and services in the community.
5. List the sources of money in their life, and identify money they receive for work.

Stage D

1. Identify the productive resources (human, natural, capital) used in the production of goods and services they use
2. Identify alternative uses for a given a set of productive resources.
3. Define labor (i.e., human resource used to produce goods and services).

4. Explain how wages or salaries (the price of labor) act as incentives for people to provide labor.
5. Distinguish between “unemployed” and “non-employed” persons in the economy.
6. Identify skills and knowledge needed for a job.

Students understand that scarcity necessitates choices by consumers.

Stage A

1. Identify a choice students have made when buying a good or service.
2. List goods they want and label them as "wants."
3. Make a choice between two items and tell what was given up.

Stage B

1. Describe times when students or families have been consumers.
2. Identify a choice students have made about the use of time.
3. Choose between two items and correctly identify the item given up as the opportunity cost.

Stage C

1. Match a list of wants with an example of a good, service, or leisure activity that satisfies each want.
2. Identify a consumer choice made by families and explain why a choice had to be made.
3. Choose from among three or more items and identify the opportunity cost as the next best alternative.

Stage D

1. Identify criteria they use when making consumer choices
2. Identify the opportunity cost of a recent consumer choice they have made.

Students understand that scarcity necessitates choices by producers.

Stage A

1. Identify people who produce goods and services in the community.
2. List the resources needed to make a simple item.

Stage B

1. Explain that people who make goods and services are producers.
2. List examples of human, natural, and capital resources.

Stage C

1. List examples of producers in the economy and identify what they produce.
2. Classify productive resources as human, natural, and capital.
3. Explain that productive resources are limited.

Stage D

1. Explain that producers will make and sell more of a good or service when the price of that good or service is higher, and will make and sell less when the price is lower.
2. Define “entrepreneur.”
3. Identify examples of entrepreneurs in the community, state, or world.
4. Classify examples of human, natural, and capital resources.

Students understand trade as an exchange of goods or services.

Stage A

1. Identify exchanges that students have made without the use of money.
2. Identify exchanges that students have made with the use of money.
3. List items that students use but do not make themselves.

Stage B

1. Define barter.
2. Give examples of barter in the economy.
3. Describe a trade that has been made and why the people agreed to trade.

Stage C

1. Describe a trade students have made and explain how each person gained in the exchange.
2. List examples of exchanges families make, with and without money.
3. Describe how money makes exchange easier.

Stage D

1. Describe a monetary exchange that students have made and explain why they were willing
2. to exchange money for a good or service.
3. Identify current and historical examples of exchange (both barter and monetary).
4. Identify the division of labor in a simple production process.
5. Identify examples of division of labor in the school or the community.

Students understand the impact of government policies and decisions on production and consumption in the economy.

Stage A

1. Identify workers who provide public goods and services in the community.

Stage B

1. Identify public goods and services that students or families use.

Stage C

1. Distinguish between public goods and services and private goods and services.
2. Describe examples of public goods and services in the community or state.

3. Identify governments as the providers of public goods and services.

Stage D

1. Place a series of economic events in their proper location on a time line of World History.
2. Define public goods and services as those that:
 - Benefit more than one person at the same time; *and*
 - Cannot be restricted to only those that pay.
3. Explain why private providers do not produce goods and services such as streetlights.
4. Name at least two taxes students or adults pay.
5. Explain how governmental bodies use taxes.

Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Why This Is Important: *George Santayana said "those who cannot remember the past are condemned to repeat it." In a broader sense, students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, actions and interactions have led to today's realities. In the process, they can better define their own roles as participating citizens.*

HISTORICAL ERAS

Local, State and United States History (US)

- Early history in the Americas to 1620
- Colonial history and settlement to 1763
- The American Revolution and early national period to 1820s
 - National expansion from 1815 to 1850
 - The Civil War and Reconstruction from 1850 to 1877
- Development of the industrial United States from 1865 to 1914
- The emergence of the United States as a world power from 1890 to 1920
- Prosperity, depression, the New Deal and World War II from 1920 to 1945
 - Post World War II and the Cold War from 1945 to 1968
 - Contemporary United States from 1968 to present

World History (W)

- Prehistory to 2000 BCE
- Early civilizations, nonwestern empires, and tropical civilizations
 - The rise of pastoral peoples to 1000 BCE
 - Classical civilizations from 1000 BCE to 500 CE
- Fragmentation and interaction of civilizations from 500 to 1100 CE
- Centralization of power in different regions from 1000 to 1500 CE
 - Early modern world from 1450 to 1800
 - Global unrest, change and revolution from 1750 to 1850
- Global encounters and imperialism and their effects from 1850 to 1914
 - The twentieth century to 1945
 - The contemporary world from 1945 to the present

Apply the skills of historical analysis and interpretation.

Students can apply the skills of historical analysis and interpretation.

Explain the difference between past, present and future time; place themselves in time.

Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).

Describe how people in different times and places viewed the world in different ways.

Stage A

1. Give an example of an event that occurred in the past and an example of a current event.
2. Place a series of events that occurred during their lifetime in chronological order.
3. Tell why they need to know about their past, and others' pasts.
4. Use a story or an image about the distant past to tell about what life was like during that period.

Stage B

1. Place a series of events from a chronology (e.g., the student's life) in their proper places on a timeline.
2. Explain how the individual events on a timeline are related to one another.
3. Use a story or an image about the past to describe what life was like for people who lived during that period.
4. Explain why people need to know about the history of those who live in other places.

Stage C

1. Construct a timeline for a given period.
2. Place a series of randomly ordered events at their proper locations on a timeline.
3. List the important details contained in an image of life in the past.
4. Draw a general conclusion about life during a specific period in a specific region or place using a combination of historical sources (e.g., images, artifacts, texts).
5. List places to look for sources of information about the past.
6. Tell why the location of where an event occurred helps to explain why and how it happened.

Stage D

1. Place a randomly ordered series of events at the proper points on a timeline to differentiate between BCE and CE time.
2. Compare life in one region or place during two different time periods using a combination of historical sources.
3. Describe historical trends using data supplied on a graph or chart.
4. Describe changes in a region or place using an historical atlas.
5. List the details found on an historical artifact to determine its manufacture, date, and use.
6. Describe aspects of life in a specific period in a specific region or place using a combination of historical sources.

7. Locate a website for the study of history on the World Wide Web.

Understand the development of significant political events.

Students understand the development of significant political events.

Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).

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).

Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.

Stage A

1. Name commemorative holidays and festivals. (US)
2. Explain why important people and events are remembered on holidays. (US)
3. Tell how a past event has influenced their life. (US)
4. Tell about a current political event in the world today. (W)
5. Tell how people were governed in the past (e.g., what did kings do? What did nobles do? What rights did people have?). (W)

Stage B

1. Identify significant political figures or groups from the past.
2. Name significant political ideas from the past.
3. Tell about a political event featured in a folk-tale, story, or legend (e.g., King Arthur, King Midas)

Stage C

1. Arrange a series of significant events in world political history in chronological order (e.g., Egyptians and pyramids, Knights and castles, the Berlin Wall).
2. Identify a turning point in the political world.
3. Describe key events in the life of a significant political figure or group from the past.

Stage D

1. Place a series of political events in their proper location on a timeline of World History.
2. Describe a political system and/or institution that existed during ancient times.
3. Identify western political ideas originating in earlier periods (e.g. elements of democracy in ancient Greece and Rome and medieval England).

Students understand the development of economic systems.

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.

Explain how the economy of the students' local community has changed over time.

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.

Explain how trade among people brought an exchange of ideas, technology and language.

Stage A

1. Provide examples of goods and services traded in the past. (US)
2. Compare/contrast images of people trading in the past and present. (US)
3. Identify economic choices (e.g., crops to plant, items to trade) made by people in the past and present. (W)
4. Cite examples of workers from around the world in the past and present. (W)

Stage B

1. Explain why people traded in the past.
2. Describe how people made a living in the past.
3. Cite examples of workers from around the world in the past and present.

Stage C

1. Identify the significance of trade in society in the past and present.
2. Arrange a series of significant events in United States economic history in chronological order (e.g., railroad, automobile, space travel).
3. Identify changes in how people in the local community made their living from one historical period to another.
4. Explain how the changes in the ways people made a living have influenced modern society.

Stage D

1. Place a series of economic events in their proper location on a timeline of United States history.
2. Identify the different types of economic activities of early people in Illinois (e.g., Native Americans, pioneers).
3. Describe how the environment affected the economic activities of the early people of Illinois.
4. Compare/contrast past economic activities to contemporary economic activities.

Students understand Illinois, United States, and world social history.

Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.

Identify how customs and traditions from around the world influence the local community.

Stage A

1. Describe a family tradition. (US)
2. Use an image or other historical source from the past to describe family roles. (US)
3. Describe a community tradition. (US)

4. Identify a family tradition from another land. (W)
5. Provide examples of traditions and customs from people in the past. (W)

Stage B

1. List examples of past traditions found within the local community.
2. Interpret stories and folktales from the past to show various customs from groups of people in the past and the influence these customs had on their society.
3. *Identify stories and folk-tales that describe various customs practiced in America and/or local communities (e.g., John Henry, Pocahontas). (US)*
4. *Tell how stories and folk-tales influence the behavior of Americans and/or local community members. (US)*
5. *Name a significant social organization that worked to improve life in the community and/or the United States (e.g., Red Cross, VFW, YWCA/YMCA). (US)*
6. *Tell about a person who worked to improve life in the community and/or United States. (US)*
7. *List examples of past traditions found within the local community. (W)*
8. *Interpret stories and folktales from the past to show various customs from groups of people in the past and the influence these customs had on their society. (W)*

Stage C

1. *Arrange a series of significant events in United States social history in chronological order (e.g., Colonial slavery, freeing the slaves, women's right to vote). (US)*
2. *Describe how key figures and organizations influenced the social history of the local community. (US)*
3. *Tell about the life of people of various social status in the community/United States in the past. (US)*
4. *Tell about the origin of a family or community tradition or custom. (US)*
5. *Arrange a series of significant events in world social history in chronological order (e.g., invention of writing, printing press, computer). (W)*
6. *Describe traditions and customs of past cultures. (W)*
7. *Compare how families and other groups of people lived in a past culture with how families and other groups of people in the community live today. (W)*

Stage D

1. *Locate examples/stories of the changing roles of people over time. (US)*
2. *Identify the turning points in local, Illinois, and United States social history. (US)*
3. *Compare the life of people of various social status in the past to people of the same status during another time period. (US)*
4. *Place a series of social events in their proper location on a timeline of World History. (W)*
5. *Compare traditions and customs of a place or world region today with those from the past. (W)*
6. *Compare/contrast the customs and traditions of a past culture with those of another past culture (e.g., Greeks and Egyptians). (W)*

Understand Illinois, United States, and world environmental history.

Describe how the local environment has changed over time.

Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.

Stage A

1. Ask a question about what the physical features of the land were like before people came to the local community. (US)
2. Tell how people survived in the local community many years ago. (US)
3. Tell how people survived in a place far away and long ago. (W)

Stage B

1. Tell about a myth, legend, or story that people told long ago to describe the physical environment of a place or region in Illinois or other states.
2. Locate the place in the local community where an important event took place.
3. Locate place names on a map of Illinois that give a clue to a community's early history and/or physical features.

Stage C

1. Arrange a series of significant events in United States environmental history in chronological order (e.g., steel plow, railroad, automobiles).
2. Compare the features of the physical environment as described in a myth or a legend of the people from one region of the United States with those described in the myth or legend of another people (e.g., Paul Bunyon and Johnny Appleseed).
3. Tell how people, goods, and services moved from one place or geographic region to another in the past.
4. Analyze a graph or chart containing data that shows changes in aspects of the physical environment over time.
5. Give an example of how the knowledge of geography increases an understanding of the history of the people in a place or region of Illinois and the United States.

Stage D

1. Place a series of environmental events in their proper location on a timeline of United States history.
2. Describe how hunter-gatherer cultures in the pre-colonial Illinois country and other regions of North America used the environment in terms of securing food, shelter, clothing, and tools (technology).
3. Describe how changes in weather/climate affected the physical and cultural features of the environment in the mid-west and other regions of North America using maps, geographic tools, images, and other sources.
4. Identify the rivers that fostered the growth and development of North America.
5. Explain how the locations of agricultural and industrial regions of the United States help to understand the nation's growth and development.
6. Identify on a map of Illinois the lands associated with Native American tribes.
7. Locate sources about the environment during a specific period of Illinois or United States history using the World Wide Web.

Understand world geography and the effects of geography on society, with an emphasis on the United States.

Why This Is Important: The need for geographic literacy has never been greater or more obvious than in today's tightly interrelated world. Students must understand the world's physical features, how they blend with social systems and how they affect economies, politics and human interaction. Isolated geographic facts are not enough. To grasp geography and its effect on individuals and societies, students must know the broad concepts of spatial patterns, mapping, population and physical systems (land, air, water). The combination of geographic facts and broad concepts provides a deeper understanding of geography and its effects on individuals and societies.

Locate, describe and explain places, regions and features on the Earth.

Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).

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.

Students can locate, describe and explain places, regions and features on Earth.

Stage A

1. Describe how physical and human features look between home and school (e.g., hilly, flat, a river, trees).
2. Construct a model of the physical and human features on the school grounds or in the neighborhood (e.g., using a sandbox and toys).
3. Describe daily changes in the weather and in the seasons in your community.
4. Identify land and water areas on a map of the local community and on a globe.
5. Identify the globe as a model of Earth.
6. Locate objects in the classroom using a simple map.

Stage B

1. Compare physical and human features of different places on the school grounds and in the neighborhood.
2. Describe the relative location of places using terms such as near, far, towards, away from, next to, to describe events in the story, using a children's story book, such as "Make Way for Ducklings".
3. Locate on a map or drawing the relative location of the school to students' homes.
4. Observe and suggest reasons for the locations of stop signs, stoplights, fire hydrants, and other human-made features in the area around the school.
5. Identify similar physical characteristics of Earth using the globe and pictures.
6. Respond to verbal instructions involving directions (e.g., play "Simon Says" and point to left/right, or up/down when told to do so).

Stage C

1. Locate the community, Illinois, United States, and North America relative to other places on a globe.
2. Draw a map that shows the location of several landmarks in the community relative to the school.
3. Locate places on a map, which has a number/letter grid reference system.
4. Identify the major elements of a map and explain their use (e.g., title, scale, legend/key, directional indicators).
5. Draw a sketch map of the community, which shows its physical and human characteristics.
6. Point out the location of the poles, the equator, and the hemispheres on a globe and/or a map.

Stage D

1. Compare ways the physical environment is used to meet needs of people (e.g., cutting trees, mining, raising food).
2. Explain how the length of day can influence human activities in different regions of the world (e.g., use of daylight savings time, school schedules in the United States, summer and winter activities in areas north of the Arctic Circle).
3. Describe your feelings about some element of the physical environment (e.g., forests, beaches, snow-covered hills, your favorite area in the neighborhood).
4. Interpret a diagram or use a globe to show Earth's rotation on its axis to explain the causes of day and night.
5. Recognize that people can work together to preserve and protect the natural resources and environment.

Analyze and explain characteristics and interactions of the Earth's physical systems.

Students can analyze and explain characteristics and interactions of Earth's physical systems.

Identify components of the Earth's physical systems.

Describe physical components of ecosystems.

Stage A

1. Compare physical features of different places around the community using photographs.
2. Describe physical features seen on a field trip or a vacation.
3. Show seasonal change (e.g., marking the changing length of a student's shadow at various times throughout the year, drawing or taking a picture of a student by a tree at various times throughout the year).

Stage B

1. Describe how seasons relate to the ways people dress and seasonal activities they engage in, in different areas of the world using pictures in books and magazines.

2. Look at the sky early in the day and predict what the weather might be like, then record the predictions on a wall chart for several months.
3. Identify behaviors that would show respect for the environment.

Stage C

1. Identify examples in the local community of ways in which the physical environment is harmed by human activities.
2. Illustrate how people have littered, damaged, or improved a local ecosystem.
3. Give examples of reducing, reusing, and recycling.
4. List things damaged by a storm, flood, tornado, or earthquake by using a local media source

Stage D

1. Compare ways the physical environment is used to meet needs of people (e.g., cutting trees, mining, raising food).
2. Explain how the length of day can influence human activities in different regions of the world (e.g., use of daylight savings time, school schedules in the United States, summer and winter activities in areas north of the Arctic Circle).
3. Describe your feelings about some element of the physical environment (e.g., forests, beaches, snow-covered hills, your favorite area in the neighborhood).
4. Interpret a diagram or use a globe to show Earth's rotation on its axis to explain the causes of day and night.
5. Recognize that people can work together to preserve and protect the natural resources and environment.

Understand relationships between geographic factors and society.

Students understand relationships between geographic factors and society.

Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).

Identify opportunities and constraints of the physical environment.

Explain the difference between renewable and nonrenewable resources.

Stage A

1. Identify pictures showing how people use air, water, and land in different ways.
2. Describe how people dress for various activities (e.g., making a snowman, going to the beach, going on a picnic).
3. Identify food resources coming from farms and water resources from rivers.

Stage B

1. Tell how people pollute the air, water, and land.
2. Select pictures from a series that show people using the environment to meet their needs (e.g., people cutting trees in a forest, damming up rivers, mining operations).

3. Locate pictures showing ways that humans use the natural environment.
4. Describe how people have changed the physical and human environment of the school grounds and the surrounding neighborhood.

Stage C

1. Identify how people use tools and machines to obtain resources and change the physical and human environment in their community and in other places.
2. Classify a list of resources into renewable and nonrenewable.
3. Draw pictures showing how open land in and around your community might be used.
4. Predict where people might choose to live using a map showing rivers, lakes, marshes, plains, and mountains.

Stage D

1. Discuss how different groups of people in the world adapt to the physical and human environment to meet their needs.
2. Compare ways in which people in urban and rural communities meet their needs from the environment.
3. Explain how environmental problems may result from the use of technology and ways that technology might be used to solve environmental problems.
4. Identify resources whose value has changed over time as technology has changed.
5. Observe, describe, and record changes in the local environment over time.
6. Organize a series of pictures to show landscape changes from prairie to farmland.

Understand the historical significance of geography.

Students can understand the historical significance of geography.

Identify changes in geographic characteristics of a local region (e.g., town, community).

Stage A

1. Draw pictures of changes in natural vegetation in your neighborhood during the four seasons.
2. Observe and record changes in the school and local community through pictures or photos.
3. Tell how shopping areas, housing, play areas, and businesses in the local neighborhood have changed over time.

Stage B

1. Describe daily changes in the weather and changes in the seasons in the local community.
2. Describe seasonal changes occurring on the school ground throughout the year.
3. Explain why physical and human features in the local environment change over time.

Stage C

1. Illustrate how technological developments have been used to alter the physical environment of the local community (e.g., of or about automobiles, electricity, and computers by using pictures and stories).

2. Create a map and draw pictures showing ways that students would like their neighborhood to change in the future.
3. Depict ways students would like their community's physical and human environment to change in the future using maps or images.
4. Arrange in chronological order pictures of house types and explain the changes that have occurred over time (e.g., log cabin, southern colonial, contemporary ranch).

Stage D

1. Compare historical and contemporary perceptions people have of the same place using landscape paintings, photographs, maps, and narratives.
2. Describe the geographic history of the community using old maps, photographs, and interviews with older residents.
3. Analyze how the physical features of Illinois have affected the settlement patterns of the state (e.g., rivers, valleys, prairie).

Understand social systems, with an emphasis on the United States.

Why This Is Important: A study of social systems has two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and explain how cultural contributions shape societies over time. The second aspect is the interaction among individuals, groups and institutions. Students should know how and why groups and institutions are formed, what roles they play in society, and how individuals and groups interact with and influence institutions.

Students can compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

Identify folklore from different cultures which became part of the heritage of the United States

Stage A

1. *List cultural groups in your community (e.g., churches, clubs, YMCA).*
2. *Give examples of language, traditions, and artifacts that represent the community.*

Stage B

1. *Describe how communities within a culture are similar.*
2. *Identify cultural traits.*
3. *Identify symbols of local culture.*
4. *Describe the role of technology in daily life.*

Stage C

1. *Define culture.*
2. *Define ethnicity, and contrast it with culture.*
3. *Identify cultures other than the student's own.*
4. *Explain the significance of the cultural diversity of the United States.*

5. *Describe aspects of the community that reflect its cultural heritage.*

Stage D

1. *Discuss cultural differences in various geographic regions in the United States.*
2. *Explain the significance of knowing about more than one culture.*
3. *Describe how a culture other than the student's own uses its technology to adapt to its environment.*
4. *Identify changes in cultural traits over time.*
5. *Describe how changes in technology bring about changes in daily life.*
6. *Explain how a part of American culture (e.g., Mode of dress, music, architecture) has changed overtime.*
7. *Analyze sources of information (e.g., newspapers from other towns, souvenirs, web-sites) that reflect different cultural traits.*

Understand the roles and interactions of individuals and groups in society.

Students can understand the roles and interactions of individuals and groups in society.

Compare the roles of individuals in group situations (e.g., student, committee member, employee/employer)

Stage A

1. List activities that groups do together on a regular basis.
2. Tell about the roles of family members.
3. Tell about the roles performed by people in the community.

Stage B

1. Define social group.
2. Explain how contact with others shapes peoples' lives.
3. Give examples of personality differences.
4. Tell about the role of families in the community.

Stage C

1. Give examples of laws that people must follow.
2. List activities that are important to society (e.g., education, religion, entertainment).
3. Identify the major social institutions within a community (e.g., schools, churches).
4. Identify local institutions that offer help or aid (e.g., fire stations, police stations, hospitals).

Stage D

1. Define social institution.
2. Differentiate between a primary group, a secondary group, and a reference group.
3. Compare different motivations for the behavior of an individual or group.
4. Distinguish between norms and laws.

5. Give examples of peer pressure (e.g., pressure to smoke, drink, join gangs).

Understand how social systems form and develop over time.

Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.

Students understand how social systems form and develop over time.

Stage A

1. List social categories (e.g., father, cousin, employer, friend) to which people belong.
2. Identify the basic needs of individuals and groups for survival.

Stage B

1. Provide examples of how individuals make choices that affect the group.
2. Give examples of group decisions that do not please every individual in the group

Stage C

1. Describe the concept of conflict.
2. Describe the concept of cooperation.
3. Describe how individuals work together to obtain food, clothing, and shelter.
4. Define division of labor.

Stage D

1. Give examples of how technology helps to transform a society.
2. Use images to describe group behavior.
3. Describe the function of support systems (e.g., family, youth group).
4. Distinguish between direct and indirect relationships

Late Elementary

Understand political systems, with an emphasis on the United States.

Why This Is Important: The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through the study of various forms and levels of government and the documents and institutions of the United States, students will develop the skills and knowledge that they need to be contributing citizens, now and in the future.

Students understand and explain basic principles of the United States government.

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.

Stage B

1. Tell about some rules and responsibilities that students have in school to help promote order and safety.
2. Name some of the benefits of sharing and taking turns during games and group activities.
3. Explain why schools have rules to help students learn.
4. Produce new rules that could apply to students' lives at home or school.
5. Demonstrate examples of honesty and fairness when playing or working with other students.
6. Give an example of how governments help people live safely and fairly.
7. Identify why people need governments to help organize or protect people.

Stage C

1. Distinguish between different kinds of rules and responsibilities as applied in the home, school, and community.
2. Identify some class or school rules that were determined through democratic decision-making.
3. Explain some reasons for having rules and laws governing the lives of people.
4. Identify the names of people who occupy government offices in their community, state, and federal government.
5. Explain why people vote and run for political offices in a democracy.

Stage D

1. List reasons for forming a government.
2. Describe the purpose of the Declaration of Independence, and the Illinois and United States Constitutions.
3. Recite basic rights of citizens and restrictions upon government afforded to Americans through the Bill of Rights.
4. Differentiate between citizenship by birth or naturalization.

Stage E

1. Give examples of civic and personal responsibilities of students and adults.
2. Explain the characteristics of a "democracy."
3. Justify why governments need to make rules and laws for people.
4. Explain the importance of the Declaration of Independence and the Illinois and United States Constitutions.
5. Define the concept of "unalienable" as it relates to rights expressed in the Declaration of Independence.
6. Explain how the U.S. Constitution can be amended.
7. Defend the idea of having a Bill of Rights to outline and protect the rights of citizens.
8. Summarize the evolution of one of the amendments to the constitution (e.g., its origins, implementation, influence).
9. Define rule of law.

Students understand the structures and functions of the political systems of Illinois, the United States and other nations.

Explain what government does at local, state and national levels.

Stage E

1. State the names of the two houses in the Illinois state legislature.
2. Describe the purpose behind the principles of division and sharing powers among the executive, legislative, and judicial branches.
3. Describe the system of checks and balances between the three branches of the federal government.
4. Differentiate between the characteristics of criminal and civil trials.

Students understand election processes and responsibilities of citizens.

Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).

Stage E

1. Describe situations in their home, school, or community where the rights of minorities have been respected.
2. Predict the consequences of ignoring the rights of other people in public places (e.g., smoking in a crowded theater).
3. Explain how an individual or group has solved a problem in their community.
4. Identify voting requirements.

Students understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

Explain ways that individuals and groups influence and shape public policy.

Stage E

1. Describe a situation where minority rights may supersede the wishes of the majority.
2. Produce a plan to increase student and/or parent involvement in school activities.
3. Define the concept of "lobbying" to influence public opinion or legislative decision-making.
4. Explain ways that individuals and groups influence the shaping of public policy.
5. Compare/contrast contemporary and traditional forms of political persuasion (e.g., speeches and parades with Internet, faxes, electronic mail).

Students understand United States foreign policy as it relates to other nations and international issues.

Determine and explain the leadership role of the United States in international settings.

Stage E

1. Summarize how nations interact to avoid conflict (e.g., diplomacy, trade, treaties).
2. Identify government branches and offices at the federal level that are responsible for conducting foreign affairs.
3. Identify a treaty the United States has signed with another country.
4. Describe how a specific issue (e.g., trade, resources, human rights) has affected a president's foreign policy.

Students understand the development of United States political ideas and traditions.

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).

1. Describe examples of the development of basic freedoms for the people of the United States.
2. Discuss consistencies and inconsistencies expressed in United States political traditions and actual practices (e.g., freedom of speech, the right to bear arms, slavery, voting rights).
3. Compare the similarities found in national symbols, legends, or stories that have emphasized the value of such principles as freedom, liberty, preservation of the Union, etc.
4. Describe historical examples featuring the denial or extension of civil rights to various individuals or groups.

5. Identify significant changes in communication or technology that have had an affect on the spread of political information and influence (e.g., telegraph, television, Internet).

Understand economic systems, with an emphasis on the United States.

Why This Is Important: Why This Goal Is Important: People's lives are directly affected by the economies of cities, states, nations and the world. All people engage in economic activity: buying, selling, trading, producing and consuming. By understanding economic systems—and how economics blends with other social sciences, students will be able to make more informed choices, prudently use resources and function as effective participants in the economies around them.

Students understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.

Describe how incomes reflect choices made about education and careers

Describe unemployment.

Stage E

1. Explain how a market economy answers the three basic economic questions: What to produce? How to produce? For whom to produce?
2. Identify the productive resources people sell to earn income.
3. Identify human resources in their community and the goods and services they produce.
4. Analyze the relationship between what they learn in school and the skills they need for a job.

Students understand that scarcity necessitates choices by consumers.

Identify factors that affect how consumers make their choices.

Explain the relationship between the quantity of goods/services purchased and their price.

Explain that when a choice is made, something else is given up.

Stage E

1. Predict how a large increase or decrease in the price of a good or service will affect how much producers will make and sell of that good or service.
2. Analyze why producers will produce more goods and services at higher prices and fewer at lower prices.

3. Identify markets in which there are very few sellers and markets in which there are many sellers.
4. Identify the characteristics of effective entrepreneurs (e.g., why they are willing to take risks to start new businesses).

Students understand that scarcity necessitates choices by producers.

Describe the relationship between price and quantity supplied of a good or service.

Identify and explain examples of competition in the economy.

Describe how entrepreneurs take risks in order to produce goods or services.

Stage E

1. Predict how a large increase or decrease in the price of a good or service will affect how much producers will make and sell of that good or service.
2. Analyze why producers will produce more goods and services at higher prices and fewer at lower prices.
3. Identify markets in which there are very few sellers and markets in which there are many sellers.
4. Identify the characteristics of effective entrepreneurs (e.g., why they are willing to take risks to start new businesses).

Students understand trade as an exchange of goods or services.

Explain why people and countries voluntarily exchange goods and services.

Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.

Stage E

1. Explain the benefits of exchanging with the use of money.
2. Identify the primary functions and services of financial institutions.
3. Predict how people's lives would be different if they did not trade with others for goods and services they use.
4. Illustrate how division of labor in a production process can increase productivity.
5. Explain how division of labor creates interdependence.
6. Analyze the impact of interdependence on the production process.

Students understand the impact of government policies and decisions on production and consumption in the economy.

Explain how and why public goods and services are provided.

Identify which public goods and services are provided by differing levels of government.

Stage E

1. Identify public goods and services in the community, state, and nation.
2. List the types of taxes paid by individuals and by businesses

Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Why This Is Important: George Santayana said "those who cannot remember the past are condemned to repeat it." In a broader sense, students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, actions and interactions have led to today's realities. In the process, they can better define their own roles as participating citizens.

Students apply the skills of historical analysis and interpretation.

Read historical stories and determine events which influenced their writing.

Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.

Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.

Stage E

1. Explain how life changed or stayed the same in a region or place using two historic maps that depict different times in that region or place.
2. Describe trends during a time period using political, economic, environmental, and social data from appropriate graphs or charts.
3. Distinguish between primary and secondary sources.
4. Formulate a research question about the past that includes its "people", "space", and "time" dimensions.
5. Identify sources in the school or local library that will help answer a research question.
6. Locate on the World Wide Web one source pertaining to each of "people", "space", and "time" dimensions of a research question.

Students understand the development of significant political events.

Describe how the European colonies in North America developed politically.

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.

Identify presidential elections that were pivotal in the formation of modern political parties.

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 20th century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.

Describe the historical development of monarchies, oligarchies and city-states in ancient civilizations.

Describe the origins of Western political ideas and institutions (e.g. Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment).

Stage E

1. Identify turning points in United States political history. (US)
2. Summarize the causes and effects of ideas and actions of significant political figures during the Colonial Period. (US)
3. Analyze political events, figures, and ideas in the colonies that led to the American Revolution. (US)
4. List the key figures, events, and ideas in the development of the United States government during the Early National Period. (US)
5. Identify turning points in world political history. (W)
6. Identify significant political leaders of the non-Western world (e.g., Genghis Khan, Gandhi, Mandela). (W)
7. Describe major developments in the evolution of Western political systems (e.g., Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment). (W)
8. Analyze the consequences of political ideas and actions taken by significant individuals in the past. (W)

Students understand the development of economic systems.

Describe how slavery and indentured servitude influenced the early economy of the United States.

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.

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.

Describe the economic consequences of the first agricultural revolution, 4000 BCE-1000 BCE.

Describe the basic economic systems of the world's great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000 BCE - 500 CE.

Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of the capitalism and the information/communication revolution.

Stage E

1. Identify turning points in United States economic history. (US)
2. Describe the economic choices people made or were forced to make during the development of the early economy of the United States. (US)
3. Describe how slavery and indentured servitude were related to the wants of economic interest groups in the United States. (US)
4. Explain how the economic choices people made in the past affected their political and social lives and their environment. (US)
5. Identify turning points in world economic history (e.g., manorial system, cultural exchanges, capitalism, industrial revolution, information revolution). (W)
6. Describe the impact of trade on the development of early civilizations. (W)
7. Identify the differences between agricultural and industrial economies. (W)

Students understand Illinois, United States and world social history.

Describe the various individual motives for settling in colonial America.

Describe the ways in which participation in the westward movement affected families and communities.

Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage and Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States.

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).

Stage E

1. Compare and contrast family and community life in two or more American colonies in terms of the colonists' motives for settling there. (US)
2. Use a variety of sources to describe how people organized colonial society. (US)
3. Compare and contrast changes in family life as people moved from one geographic region to another during the period of westward expansion. (US)
4. Assess the influence that significant people had on the social lives of others in Illinois or the United States. (US)
5. Identify turning points in world social history. (W)
6. Discuss how the roles of men, women, and children in past cultures have changed over time. (W)
7. Describe how a cultural exchange occurred between two societies of the past (W)

Students understand Illinois, United States and world environmental history.

Identify environmental factors that drew settlers to the state and region.

Identify individuals and events in the development of the conservation movement including John Muir, Theodore Roosevelt and the creation of the National Park System.

Describe environmental factors that influenced the development of transportation and trade in Illinois.

Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments.

Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.

Stage E

1. Identify turning points in United States environmental history. (US)
2. Explain how a community or state's location helps to understand its growth and development over time. (US)
3. Organize a series of Illinois or United States maps on one environmental theme into an historical atlas. (US)
4. Describe how various people around North America used human or animal power to cultivate crops before the onset of mechanized technology. (US)
5. Provide an example of how some people continue to depend on human or animal power to survive in North America. (US)
6. Describe the physical and cultural features of life in the pre-colonial Illinois country using images documenting the archaeological record. (US)
7. Describe the effects of a significant invention or technological innovation on the physical and cultural environment of Illinois between 1700 and 1818. (US)
8. Identify turning points in world environmental history. (W)
9. Identify on a map the location of the major world political powers, over time, and explain how their location fostered their growth and development. (W)
10. Organize a series of maps on one environmental theme into an historical atlas. (W)
11. Compare the cultural features of the environment of settled societies with those of hunter-gatherer cultures. (W)
12. Describe how various people around the globe used animals to cultivate crops in early world history. (W)
13. Provide examples of how some people continue to depend on animal power to survive in their environment. (W)
14. Describe the physical and cultural features of life in the ancient world using images documenting the archaeological record. (W)

Understand world geography and the effects of geography on society, with an emphasis on the United States.

Why This Is Important: The need for geographic literacy has never been greater or more obvious than in today's tightly interrelated world. Students must understand the world's physical features, how they blend with social systems and how they affect economies, politics and human interaction. Isolated geographic facts are not enough. To grasp geography and its effect on individuals and societies, students must know the broad concepts of spatial patterns, mapping, population and physical systems

(land, air, water). The combination of geographic facts and broad concepts provides a deeper understanding of geography and its effects on individuals and societies.

Students locate, describe and explain places, regions and features on the Earth.

Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards.

Use maps and other geographic representations and instruments to gather information about people, places and environments.

Stage E

1. Mark major ocean currents, wind patterns, landforms, and climate regions on a map.
2. Create thematic maps and graphs of the students' local community, Illinois, United States, and the world using data and a variety of symbols and colors (e.g., to indicate patterns of population, disease, economic features, rainfall, vegetation).
3. Describe the locations of major physical and human features in the community.
4. Explain how major urban centers in Illinois are connected to other urban centers in Illinois and the United States (e.g., transportation arteries, communication systems, cultural and recreational relationships).
5. Design symbols as references for map interpretation and place them in a legend/key to be used on a map.
6. Determine the absolute location of places chosen by the teacher and students using a map grid with latitude and longitude.

Students analyze and explain characteristics and interactions of the Earth's physical systems.

Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement.

Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra.

Stage E

1. Demonstrate understanding of Earth/Sun relationship by preparing a model or by designing a demonstration to show the tilt of Earth in relation to the Sun in order to explain day/night and length of day at different locations on Earth.
2. Explain how and why people alter the physical environment (e.g., by creating irrigation projects, clearing land to make room for houses and shopping centers, planting crops, building roads).
3. Explain the process of erosion and its effects of rainfall on unprotected soil surfaces (e.g., newly tilled farm fields, deforested hillsides).
4. Explain the relationship between plants and animals in a local ecosystem.

Students understand relationships between geographic factors and society.

Describe how natural events in the physical environment affect human activities.

Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications).

Explain how human activity affects the environment.

Stage E

1. Create a map showing the occurrence of natural hazards in Illinois and the United States.
2. Map the location of students in your school by coloring the different areas (cafeteria, classrooms, gym, etc.) to show different population densities at a given time of day.
3. Analyze map and aerial photos of the local community and Illinois to determine how humans use, abuse, and protect resources.
4. Identify factors that influence the location of cities (e.g., transportation arteries, physical features, migration, business, industry).

Students understand the historical significance of geography.

Describe how physical characteristics of places influence people's perceptions and their roles in the world over time

Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.

Stage E

1. Compare maps of the United States showing landforms, climate, and natural vegetation regions to maps that show population distribution to identify the relationship between settlement and physical features.
2. Analyze how customs and traditions of people from different parts of the world change over time.
3. Describe how physical characteristics of a region or a nation influence people's point of view and the decisions they make over time (e.g., scarcity of water influences water usage, mining resources in mountainous regions, logging forested land in forested areas).

Understand social systems, with an emphasis on the United States.

Why This is Important: A study of social systems has two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and explain how cultural contributions shape societies over time. The second aspect is the interaction among individuals, groups and institutions. Students should

know how and why groups and institutions are formed, what roles they play in society, and how individuals and groups interact with and influence institutions.

Students compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

Stage E

1. Describe how culture is shared through music, art, and literature throughout the world over time.
2. Describe how an artistic tradition has been changed by technology (e.g., photography, music).
3. Describe how social celebrations (parades, fairs) reinforce cultural values.
4. Compare the celebration of holidays by cultures throughout the world.
5. Compare cultural differences/similarities with students from a different part of the United States.

Students understand the roles and interactions of individuals and groups in society.

Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).

Describe the ways in which institutions meet the needs of society.

Stage E

1. Analyze how social institutions or groups meet the needs of people.
2. Explain how interactions of individuals and groups impact the local community.
3. Describe how national institutions affect individuals in the local community.
4. Give an example of how different social institutions or groups (e.g., religious, nonprofit and community groups) address the same social problem.

Students understand how social systems form and develop over time.

Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.

Stage E

1. Define belief system.
2. Describe ways school administrators, teachers, students, and parents can cooperate to address school issues.
3. Identify historically significant people who affected social life or institutions.

Middle School

Understand political systems, with an emphasis on the United States.

Why This Is Important: The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through the study of various forms and levels of government and the documents and institutions of the United States, students will develop the skills and knowledge that they need to be contributing citizens, now and in the future.

Understand and explain basic principles of the United States government.

Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.

Understand the structures and functions of the political systems of Illinois, the United States and other nations.

Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.

Understand election processes and responsibilities of citizens.

Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).

Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

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).

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).

Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).

Understand the development of United States political ideas and traditions.

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.

Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.

Understand economic systems, with an emphasis on the United States.

Why This is Important: People's lives are directly affected by the economies of cities, states, nations and the world. All people engage in economic activity: buying, selling, trading, producing and consuming. By understanding economic systems—and how economics blends with other social sciences, students will be able to make more informed choices, prudently use resources and function as effective participants in the economies around them.

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Explain how market prices signal producers about what, how and how much to produce.

Explain the relationship between productivity and wages.

Describe the relationship between consumer purchases and businesses paying for productive resources.

Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).

Understand that scarcity necessitates choices by producers.

Describe the “market clearing price” of a good or service.

Explain the effects of choice and competition on individuals and the economy as a whole.

Understand that scarcity necessitates choices by producers

Identify and explain the effects of various incentives to produce a good or service.

Understand trade as an exchange of goods or services.

Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.

Explain how comparative advantage forms the basis for specialization and trade among nations.

Explain how workers can affect their productivity through training and by using tools, machinery and technology.

Understand the impact of government policies and decisions on production and consumption in the economy.

Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).

Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.

Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Why This Is Important: George Santayana said "those who cannot remember the past are condemned to repeat it." In a broader sense, students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, actions and interactions have led to today's realities. In the process, they can better define their own roles as participating citizens.

Apply the skills of historical analysis and interpretation.

Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).

Make inferences about historical events and eras using historical maps and other historical sources.

Identify the differences between historical fact and interpretation.

Understand the development of significant political events.

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.

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.

Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.

Describe ways in which the United States developed as a world political power.

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.

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.

Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.

Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.

Understand the development of economic systems.

Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.

Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.

Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor

Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.

Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.

Understand world geography and the effects of geography on society, with an emphasis on the United States.

Why This Is Important: The need for geographic literacy has never been greater or more obvious than in today's tightly interrelated world. Students must understand the world's physical features, how they blend with social systems and how they affect economies, politics and human interaction. Isolated geographic facts are not enough. To grasp geography and its effect on individuals and societies, students must know the broad concepts of spatial patterns, mapping, population and physical systems (land, air, water). The combination of geographic facts and broad concepts provides a deeper understanding of geography and its effects on individuals and societies.

Locate, describe and explain places, regions and features on the Earth.

Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).

Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.

Analyze and explain characteristics and interactions of the Earth's physical systems.

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.

Explain how changes in components of an ecosystem affect the system overall.

Understand relationships between geographic factors and society.

Explain how human activity is affected by geographic factors.

Explain how patterns of resources are used throughout the world.

Analyze how human processes influence settlement patterns including migration and population growth.

Understand the historical significance of geography.

Explain how and why spatial patterns of settlement change over time.

Explain how interactions of geographic factors have shaped present conditions.

STATE GOAL 18: Understand social systems, with an emphasis on the United States.

Why This Goal Is Important: A study of social systems has two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and explain how cultural contributions shape societies over time. The second aspect is the interaction among individuals, groups and institutions. Students should know how and why groups and institutions are formed, what roles they play in society, and how individuals and groups interact with and influence institutions.

A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

18A —

Students can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

1. List cultural groups in your community (e.g., churches, clubs, YMCA).
2. Give examples of language, traditions, and artifacts that represent the community.

Students understand the roles and interactions of individuals and groups in society.

18B —

Students who meet the standard can understand the roles and interactions of individuals and groups in society.

1. List activities that groups do together on a regular basis.
2. Tell about the roles of family members.
3. Tell about the roles performed by people in the community.

Students understand how social systems form and develop over time.

Students who meet the standard can understand how social systems form and develop over time.

1. List social categories (e.g., father, cousin, employer, friend) to which people belong.
2. Identify the basic needs of individuals and groups for survival.

HISTORICAL ERAS

Local, State and United States History (US)

- Early history in the Americas to 1620
- Colonial history and settlement to 1763
- The American Revolution and early national period to 1820s
- National expansion from 1815 to 1850
- The Civil War and Reconstruction from 1850 to 1877
- Development of the industrial United States from 1865 to 1914
- The emergence of the United States as a world power from 1890 to 1920
- Prosperity, depression, the New Deal and World War II from 1920 to 1945
- Post World War II and the Cold War from 1945 to 1968
- Contemporary United States from 1968 to present

World History (W)

- Prehistory to 2000 BCE
- Early civilizations, nonwestern empires, and tropical civilizations
- The rise of pastoral peoples to 1000 BCE
- Classical civilizations from 1000 BCE to 500 CE
- Fragmentation and interaction of civilizations from 500 to 1100 CE
- Centralization of power in different regions from 1000 to 1500 CE
- Early modern world from 1450 to 1800
- Global unrest, change and revolution from 1750 to 1850
- Global encounters and imperialism and their effects from 1850 to 1914
- The twentieth century to 1945
- The contemporary world from 1945 to the present

A Social Science Rubric

This model is an analytic rubric. It separates the skills a student possesses into three dimensions: knowledge, reasoning, and communication. The three dimensions are interrelated. They overlap to show what students know and what they can do. Each dimension of the rubric is divided into four levels. Each level is defined by several criteria, which reflect a student's abilities and skills. Collectively, Levels 4 and 3 are designed to differentiate among students whose knowledge, reasoning, and communication skills are developed. Collectively, Levels 2 and 1 represent a student's knowledge, reasoning, and communication skills that are still developing. Level 4 represents work of a student who exhibits the most developed skills; Level 1 represents the work of a student with the lowest level of developing skills.

The gap between Level 3 and Level 2 is wider than the gap between any of the other levels because it

differentiates between a student whose skills are still developing and a student whose skills are developed.

An analytic rubric is especially appropriate and useful for assessment in the social sciences. Teachers know that their students may perform at a more or less developed level in one dimension than in another. For example, a student may perform at Level 4 in knowledge, at Level 3 in reasoning, and at Level 2 in communication. An analytic rubric allows teachers to take these differences into account when assessing their students.

RATIONALE FOR A SOCIAL SCIENCE RUBRIC KNOWLEDGE - REASONING – COMMUNICATION

Dimension 1: Knowledge

Knowledge of evidence from the social sciences: facts/supporting details; themes/issues; and concepts/ideas

Knowledge of evidence is basic to the social sciences. Students who have developed knowledge -- Levels 4 and 3-- are able to demonstrate their ability to identify, define, and describe key concepts, themes,

issues, and ideas; they show their awareness of the connection between key facts and supporting details; and they are accurate in their use of facts and details. The levels are differentiated by the degree to which students can demonstrate their knowledge, that is, by being thorough, inclusive, and accurate.

Similarly, students who are developing knowledge -- Levels 2 and 1 --- are unable to demonstrate their ability to identify, define, and describe key concepts, themes, issues, and ideas; they show an inadequate awareness of the connection between key facts and supporting details; and they are largely inaccurate in their use of facts and details.

Dimension 2: Reasoning

Analysis, evaluation, and synthesis of evidence.

While facts are the essential starting point for demonstrating ability in the social sciences, a student must also be able to demonstrate the ability to reason. Reasoning makes facts, issues, and concepts meaningful. When reasoning occurs, a student is engaged in the content and develops a deeper understanding of the subject. Reasoning involves translation, interpretation, application, analysis, synthesis, and evaluation of information. These reasoning processes require students to discover relationships among facts and generalizations, values and opinions. Reasoning abilities and skills also include accessing, classifying, and applying information to provide a solution to a problem, to make a judgment, or reach a logical conclusion.

A student with developed reasoning ability must be able to organize evidence and select and apply an appropriate method for analysis, evaluation, and synthesis. To analyze and evaluate evidence effectively, whether that evidence is presented in a printed document, a song, poem, picture, or statistical table, a student must ask relevant questions.

These questions encompass the traditional five questions: who, what, where, when, and why.

A student with developed reasoning abilities also uses critical thinking skills and habits of mind to evaluate evidence. These thinking skills and habits of mind include comparing and contrasting, identifying causes and effects, developing and recognizing alternative solutions, showing relationships among concepts, recognizing bias, separating fact from opinion, identifying inconsistencies in logic, avoiding present-mindedness, and maintaining an empathetic attitude toward the people under study. These habits of mind and thinking skills demonstrate not only what students know; they also reveal aspects of the student's intellectual character. Students who possess habits of mind display self-discipline as a thinker. They help students acquire the habit of inquiring into social science content and engaging in discourse about their inquiry. Students with well developed thinking skills and habits of mind create projects with care and thoroughness.

While all developed students must be able to reach an informed conclusion, there are several ways to differentiate between students' reasoning skills at Levels 4 and 3. Differentiation among these higher levels is a matter of the degree to which a student can identify and logically organize evidence and then select and apply an appropriate method for analyzing, evaluating, and synthesizing evidence. Students can also be differentiated by their ability to incorporate critical thinking skills and habits of mind in their process of reasoning. For example, a student at Level 4 will analyze and evaluate the evidence from a variety of perspectives; a student at Level 3 will use only one perspective, but one that is still sufficient to evaluate the evidence.

Students who are developing their ability in reasoning show important deficiencies. They fail to organize information for proper analysis and may omit evidence. A developing student may also select an inappropriate method for analyzing, evaluating, and synthesizing evidence. Students who are in the process of developing reasoning skills have difficulty thinking critically. For example, they may accept evidence at face value without subjecting it to any critical analysis or evaluation. Finally, the inability to reach a reasonable, informed conclusion is indicative of a student who is still in the developing stage.

Dimension 3: Communication

Demonstrate knowledge and reasoning through oral, written, visual, dramatic, or mixed media presentations

To be useful, a student's knowledge and reasoning must be communicated to a wider audience. Effective communication requires focus and organization. For example, in history, a student must have a clearly defined thesis and an organized narrative that tells what happened in an interesting and informed way. In the other social sciences, a student must be able to identify issues and concepts clearly, explain the various parts of a problem, and present possible resolutions.

The most important aspect of communication is the student's ability to express clearly his or her ideas. Clarity depends upon organization. A well-organized presentation includes a focus statement, supplies relevant examples to support main ideas, and offers conclusions based on evidence. Furthermore, an effective presentation, regardless of its type, provides evidence of a student's knowledge and reasoning processes.

The teacher, sometimes in conjunction with the student, establishes the context, or audience, for a student's presentation: an oral report presented to his or her classmates, a letter written to the newspaper, or an exhibit or model placed on display at a local business or historical society.

A student can select a variety of techniques to communicate his or her knowledge and reasoning skills. Each communication technique has its own conventions which teachers should take into account. For example, assessing an oral report may include such conventions as effective use of voice, gestures, eye contact, and use of visual aids. Assessing a student-made exhibit might include such conventions as the use of color, neatness, captions, and the selection of appropriate pictures, photographs, maps, and other materials.

A student who has developed ability in communication demonstrates knowledge and reasoning skills in a clear and organized fashion. The presentation will also take into account the appropriate conventions for the selected activity. A higher assessment, Levels 4 and 3 is determined by the degree of clarity and organization, the quality of illustrations and supporting examples, and the power of the conclusion. That is, the main ideas and reasoning processes are focused, well developed, and clearly articulated in the student's presentation. Finally, a presentation at the highest level of development meets all the convention standards for the type of activity the teacher assigns or the student selects.

A student who is developing his or her communication skills lacks the ability to present knowledge and reasoning clearly and effectively in an organized presentation. That is, a student who is still developing cannot successfully provide a thesis or a focus statement, or convey information through examples that support and elaborate a main idea, or present an informed conclusion. Lastly, a developing student neglects the details of the performance convention that he or she has selected as a means to communicate knowledge and reasoning. The difference between students performing at Levels 2, or 1 is a matter of degree in each of the criteria.

Critical Thinking Skills

- Identifying central issues
- Making comparisons
- Determining relevant information
- Formulating appropriate questions
- Expressing problems
- Distinguishing fact from opinion
- Recognizing bias
- Distinguishing false from accurate images.
- Analyzing cause and effect
- Drawing conclusions
- Identifying alternatives

- Testing conclusions
- Predicting consequences
- Demonstrating reasoned judgment

Habits Of Mind For Knowledge, Reasoning, And Communication

- Understand the significance of the past and the present to their own lives and to the lives of others
- Distinguish between the important and the inconsequential
- Perceive events and issues as they were experienced by people at the time
- Understand how human intentions matter
- Comprehend the interplay of change and continuity
- Realize that all problems may not have solutions
- Appreciate the often tentative nature of judgments
- Recognize the importance of individuals who have made a difference
- Appreciate the force of the non-rational, the irrational, and the accidental in human efforts
- Understand the relationship between people, time, and place as the context for events
- Recognize the difference between fact and conjecture
- Use evidence to frame useful questions

Adapted from Alternative Assessment in the Social Sciences:

AUTHORS

Lawrence W. McBride

Frederick D. Drake

Marcel Lewinski

Illinois State University

John C. Craig

Illinois State Board of Education