

# ILLINOIS LEARNING STANDARDS 1-30 (cont.)

## SOCIAL SCIENCE

### STATE GOAL 14: Understand political systems, with an emphasis on the United States.

*Why This Goal 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.

A. Understand and explain basic principles of the United States government.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>14.A.1</b> Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.	<b>14.A.2</b> 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.	<b>14.A.3</b> Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>14.B.1</b> Identify the different levels of government as local, state and national.	<b>14.B.2</b> Explain what government does at local, state and national levels.	<b>14.B.3</b> Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.

C. Understand election processes and responsibilities of citizens.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>14.C.1</b> Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.	<b>14.C.2</b> 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).	<b>14.C.3</b> Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>14.D.1</b> Identify the roles of civic leaders (e.g., elected leaders, public service leaders).	<b>14.D.2</b> Explain ways that individuals and groups influence and shape public policy.	<b>14.D.3</b> 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).

E. Understand United States foreign policy as it relates to other nations and international issues.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>14.E.1</b> Identify relationships that the federal government establishes with other nations.	<b>14.E.2</b> Determine and explain the leadership role of the United States in international settings.	<b>14.E.3</b> Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).

F. Understand the development of United States political ideas and traditions.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>14.F.1</b> Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.	<b>14.F.2</b> 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).	<b>14.F.3a</b> Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.
		<b>14.F.3b</b> Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.

SOCIAL SCIENCE

**STATE GOAL 15: Understand economic systems, with an emphasis on the United States.**

*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.

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>15.A.1a</b> Identify advantages and disadvantages of different ways to distribute goods and services.	<b>15.A.2a</b> Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.	<b>15.A.3a</b> Explain how market prices signal producers about what, how and how much to produce.
<b>15.A.1b</b> Describe how wages/salaries can be earned in exchange for work.	<b>15.A.2b</b> Describe how incomes reflect choices made about education and careers.	<b>15.A.3b</b> Explain the relationship between productivity and wages.
	<b>15.A.2c</b> Describe unemployment.	<b>15.A.3c</b> Describe the relationship between consumer purchases and businesses paying for productive resources.
		<b>15.A.3d</b> Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).

B. Understand that scarcity necessitates choices by consumers.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>15.B.1</b> Explain why consumers must make choices.	<b>15.B.2a</b> Identify factors that affect how consumers make their choices.	<b>15.B.3a</b> Describe the “market clearing price” of a good or service.
	<b>15.B.2b</b> Explain the relationship between the quantity of goods/services purchased and their price.	<b>15.B.3b</b> Explain the effects of choice and competition on individuals and the economy as a whole.
	<b>15.B.2c</b> Explain that when a choice is made, something else is given up.	

C. Understand that scarcity necessitates choices by producers.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>15.C.1a</b> Describe how human, natural and capital resources are used to produce goods and services.	<b>15.C.2a</b> Describe the relationship between price and quantity supplied of a good or service.	<b>15.C.3</b> Identify and explain the effects of various incentives to produce a good or service.
<b>15.C.1b</b> Identify limitations in resources that force producers to make choices about what to produce.	<b>15.C.2b</b> Identify and explain examples of competition in the economy.	
	<b>15.C.2c</b> Describe how entrepreneurs take risks in order to produce goods or services.	

D. Understand trade as an exchange of goods or services.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>15.D.1a</b> Demonstrate the benefits of simple voluntary exchanges.	<b>15.D.2a</b> Explain why people and countries voluntarily exchange goods and services.	<b>15.D.3a</b> Explain the effects of increasing and declining imports and exports to an individual and to the nation’s economy as a whole.
<b>15.D.1b</b> Know that barter is a type of exchange and that money makes exchange easier.	<b>15.D.2b</b> Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.	<b>15.D.3b</b> Explain how comparative advantage forms the basis for specialization and trade among nations.
		<b>15.D.3c</b> Explain how workers can affect their productivity through training and by using tools, machinery and technology.

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>15.E.1</b> Identify goods and services provided by government.	<b>15.E.2a</b> Explain how and why public goods and services are provided.	<b>15.E.3a</b> Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).
	<b>15.E.2b</b> Identify which public goods and services are provided by differing levels of government.	<b>15.E.3b</b> Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.

# ILLINOIS LEARNING STANDARDS 1-30 (cont.)

## SOCIAL SCIENCE

### STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

*Why This Goal 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

A. Apply the skills of historical analysis and interpretation.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>16.A.1a</b> Explain the difference between past, present and future time; place themselves in time.	<b>16.A.2a</b> Read historical stories and determine events which influenced their writing.	<b>16.A.3a</b> Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).
<b>16.A.1b</b> Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).	<b>16.A.2b</b> Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.	<b>16.A.3b</b> Make inferences about historical events and eras using historical maps and other historical sources.
<b>16.A.1c</b> Describe how people in different times and places viewed the world in different ways.	<b>16.A.2c</b> Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.	<b>16.A.3c</b> Identify the differences between historical fact and interpretation.

SOCIAL SCIENCE

**STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations (cont.)**

B. Understand the development of significant political events.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>16.B.1a (US)</b> Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).	<b>16.B.2a (US)</b> Describe how the European colonies in North America developed politically.	<b>16.B.3a (US)</b> Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.
<b>16.B.1b (US)</b> 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).	<b>16.B.2b (US)</b> 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.	<b>16.B.3b (US)</b> Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.
	<b>16.B.2c (US)</b> Identify presidential elections that were pivotal in the formation of modern political parties.	<b>16.B.3c (US)</b> Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.
	<b>16.B.2d (US)</b> 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.	<b>16.B.3d (US)</b> Describe ways in which the United States developed as a world political power.
<b>16.B.1 (W)</b> Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.	<b>16.B.2a (W)</b> Describe the historical development of monarchies, oligarchies and city-states in ancient civilizations.	<b>16.B.3a (W)</b> Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE.
	<b>16.B.2b (W)</b> Describe the origins of Western political ideas and institutions (e.g. Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment).	<b>16.B.3b (W)</b> Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.
		<b>16.B.3c (W)</b> Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.
		<b>16.B.3d (W)</b> Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.

C. Understand the development of economic systems.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>16.C.1a (US)</b> 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.	<b>16.C.2a (US)</b> Describe how slavery and indentured servitude influenced the early economy of the United States.	<b>16.C.3a (US)</b> Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.
<b>16.C.1b (US)</b> Explain how the economy of the students' local community has changed over time.	<b>16.C.2b (US)</b> 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.	<b>16.C.3b (US)</b> Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.
	<b>16.C.2c (US)</b> 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.	<b>16.C.3c (US)</b> Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.
<b>16.C.1a (W)</b> 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.	<b>16.C.2a (W)</b> Describe the economic consequences of the first agricultural revolution, 4000 BCE-1000 BCE.	<b>16.C.3a (W)</b> Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.
<b>16.C.1b (W)</b> Explain how trade among people brought an exchange of ideas, technology and language.	<b>16.C.2b (W)</b> Describe the basic economic systems of the world's great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000 BCE - 500 CE.	<b>16.C.3b (W)</b> Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.
	<b>16.C.2c (W)</b> 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.	<b>16.C.3c (W)</b> Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.

# ILLINOIS LEARNING STANDARDS 1-30 (cont.)

## SOCIAL SCIENCE

## STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations (cont.)

## D. Understand Illinois, United States and world social history.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>16.D.1 (US)</b> Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.	<b>16.D.2a (US)</b> Describe the various individual motives for settling in colonial America.	<b>16.D.3a (US)</b> Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.
	<b>16.D.2b (US)</b> Describe the ways in which participation in the westward movement affected families and communities.	<b>16.D.3b (US)</b> Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.
	<b>16.D.2c (US)</b> 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.	
<b>16.D.1 (W)</b> Identify how customs and traditions from around the world influence the local community.	<b>16.D.2 (W)</b> 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).	<b>16.D.3 (W)</b> Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.

## E. Understand Illinois, United States and world environmental history.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>16.E.1 (US)</b> Describe how the local environment has changed over time.	<b>16.E.2a (US)</b> Identify environmental factors that drew settlers to the state and region.	<b>16.E.3a (US)</b> Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.
	<b>16.E.2b (US)</b> Identify individuals and events in the development of the conservation movement including John Muir, Theodore Roosevelt and the creation of the National Park System.	<b>16.E.3b (US)</b> Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.
	<b>16.E.2c (US)</b> Describe environmental factors that influenced the development of transportation and trade in Illinois.	<b>16.E.3c (US)</b> Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.
<b>16.E.1 (W)</b> Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.	<b>16.E.2a (W)</b> Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments.	<b>16.E.3a (W)</b> Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE.
	<b>16.E.2b (W)</b> Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.	<b>16.E.3b (W)</b> Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE - 1500 CE.

SOCIAL SCIENCE

**STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

*Why This Goal 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.

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>17.A.1a</b> Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).	<b>17.A.2a</b> Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards.	<b>17.A.3a</b> Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).
<b>17.A.1b</b> 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.	<b>17.A.2b</b> Use maps and other geographic representations and instruments to gather information about people, places and environments.	<b>17.A.3b</b> Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>17.B.1a</b> Identify components of the Earth’s physical systems.	<b>17.B.2a</b> Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement.	<b>17.B.3a</b> Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.
<b>17.B.1b</b> Describe physical components of ecosystems.	<b>17.B.2b</b> Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra.	<b>17.B.3b</b> Explain how changes in components of an ecosystem affect the system overall.

C. Understand relationships between geographic factors and society.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>17.C.1a</b> Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).	<b>17.C.2a</b> Describe how natural events in the physical environment affect human activities.	<b>17.C.3a</b> Explain how human activity is affected by geographic factors.
<b>17.C.1b</b> Identify opportunities and constraints of the physical environment.	<b>17.C.2b</b> Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications).	<b>17.C.3b</b> Explain how patterns of resources are used throughout the world.
<b>17.C.1c</b> Explain the difference between renewable and nonrenewable resources.	<b>17.C.2c</b> Explain how human activity affects the environment.	<b>17.C.3c</b> Analyze how human processes influence settlement patterns including migration and population growth.

D. Understand the historical significance of geography.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>17.D.1</b> Identify changes in geographic characteristics of a local region (e.g., town, community).	<b>17.D.2a</b> Describe how physical characteristics of places influence people’s perceptions and their roles in the world over time.	<b>17.D.3a</b> Explain how and why spatial patterns of settlement change over time.
	<b>17.D.2b</b> Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.	<b>17.D.3b</b> Explain how interactions of geographic factors have shaped present conditions.

# ILLINOIS LEARNING STANDARDS 1-30 (cont.)

## SOCIAL SCIENCE

### 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.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>18.A.1</b> Identify folklore from different cultures which became part of the heritage of the United States.	<b>18.A.2</b> Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.	<b>18.A.3</b> Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>18.B.1a</b> Compare the roles of individuals in group situations (e.g., student, committee member, employee/employer).	<b>18.B.2a</b> Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).	<b>18.B.3a</b> Analyze how individuals and groups interact with and within institutions (e.g., educational, military).
<b>18.B.1b</b> Identify major social institutions in the community.	<b>18.B.2b</b> Describe the ways in which institutions meet the needs of society.	<b>18.B.3b</b> Explain how social institutions contribute to the development and transmission of culture.

C. Understand how social systems form and develop over time.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>18.C.1</b> Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.	<b>18.C.2</b> Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.	<b>18.C.3a</b> Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).
		<b>18.C.3b</b> Explain how diverse groups have contributed to U.S. social systems over time.