



DRAFT

We the People...
The Citizen and the Constitution
LEVELS II & III

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CORRELATION GUIDE

for
State of Illinois
Social Science State Curriculum Goals

SOCIAL SCIENCE

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

As a result of their schooling students will be able to:

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LEARNING STANDARD	Middle/Junior High School	We the People... Level II Correlating Text	Early High School	We the People... Level III Correlating Text	Late High School	We the People... Level III Correlating Text
A. Understand and explain basic principles of the United States government.	14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitution.	UNIT 4, Lessons 18-22 <i>How was the Constitution used to establish our government?</i>	14.A.4 Analyze how local, state and national governments serve the purposes for which they were created.	UNIT 3, Lessons 18-22 <i>How Did the Values and Principles Embodied in the Constitution Shape American Institutions and Practices?</i>	14.A.5 Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.	UNIT 1, Lesson 3 <i>What Did the Founders Learn about Republican Government from the Ancient World?</i> UNIT 3, Lessons 18-22 <i>How Did the Values and Principles Embodied in the Constitution Shape American Institutions and Practices?</i> UNIT 4, Lessons 23-28 <i>How Have the Protections of the Bill of Rights Been Developed and Expanded?</i>
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.	UNIT 4, Lessons 18-22 <i>How was the Constitution used to establish our government?</i>	14.B.4 Compare the political systems of the United States to other nations.	UNIT 1, Lesson 2 <i>How Does Government Secure Natural Rights?</i> UNIT 6, Lesson 38 <i>What Can American Citizens Learn about Constitutionalism from Other Countries?</i>	14.B.5 Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).	UNIT 1, Lesson 2 <i>How Does Government Secure Natural Rights?</i> Unit 6, Lesson 38 <i>What Can American Citizens Learn about Constitutionalism from Other Countries?</i>
C. Understand elections processes and responsibilities of citizens	14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.	UNIT 5, Lessons 23-27 <i>How does the Constitution protect our basic rights?</i>	14.C.4 Describe the meaning of participatory citizenship (e.g., voluntarism, voting) at all levels of government and society in the United States.	UNIT 6, Lessons 35-40 <i>What Are the Roles of the Citizen in American Democracy?</i>	14.C.5 Analyze the consequences of participation and non-participation in the electoral process (e.g., women's suffrage, voter registration, effects of media).	UNIT 4, Lesson 27 <i>How Has the Right to Vote Expanded Since the Adoption of the Constitution?</i> UNIT 6, Lessons 35-40 <i>What Are the Roles of the Citizen in American Democracy?</i>
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	14.D.3 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).	UNIT 4, Lesson 20 <i>How did political parties develop?</i> UNIT 6, Lessons 28-29 <i>What are the responsibilities of citizens?</i>	14.D.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.	UNIT 6, Lesson 36 <i>How Do We Use Our Citizenship?</i> UNIT 6, Lesson 39 <i>What Are Some Constitutional Issues Facing United States Citizens in the Nation's Third Century?</i>	14.D.5 Interpret a variety of public policies and issues from the perspectives of different individuals and groups.	UNIT 4, Lesson 28 <i>To What Extent Can the Law Correct Injustices and Other Problems in American Society?</i> UNIT 5, Lessons 29-34 <i>What Rights Does the Bill of Rights Protect?</i>
E. Understand the United States foreign policy as it relates to other nations and international issues.	14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).		14.E.4 Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial).	UNIT 6, Lesson 38 <i>What Can American Citizens Learn about Constitutionalism from Other Countries?</i> UNIT 6, Lesson 39 <i>What Are Some Constitutional Issues Facing United States Citizens in the Nation's Third Century?</i>	14.E.5 Analyze relationships and tensions among members of the international community.	

SOCIAL SCIENCE

GOAL 14 CONTINUED

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LEARNING STANDARD	Middle/Junior High School	We the People... Level II Correlating Text	Early High School	We the People... Level III Correlating Text	Late High School	We the People... Level III Correlating Text
F. Understand the development of United States political ideas and traditions.	14.F.3a. Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.	<p>UNIT 1, Lessons 1-4 What is government?</p> <p>UNIT 2, Lessons 5-10 What experiences shaped the Founder's thinking about government?</p> <p>UNIT 3, Lessons 11-17 What happened at the Philadelphia Convention?</p> <p>UNIT 4, Lessons 18-22 How was our Constitution used to establish our government?</p> <p>UNIT 6, Lessons 28-29 What are the responsibilities of citizens?</p> <p>UNIT 1, Lessons 1-4 What is government?</p> <p>UNIT 2, Lessons 5-10 What experiences shaped the Founder's thinking about government?</p> <p>UNIT 3, Lessons 11-17 What happened at the Philadelphia Convention?</p> <p>UNIT 4, Lessons 18-22 How was our Constitution used to establish our government?</p>	14.F.4a. Describe the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).	<p>UNIT 1, Lessons 1-9 What are the Philosophical and Historical Foundations of the American Political System?</p> <p>UNIT 2, Lessons 10-17 How Did the Framers Create the Constitution?</p> <p>UNIT 3, Lesson 18-22 How Did the Values and Principles Embodied in the Constitution Shape American Institutions and Practices?</p> <p>UNIT 4, Lessons 23-28 How Have the Protections of the Bill of Rights Been Developed and Expanded?</p> <p>UNIT 5, Lessons 29-34 What Rights Does the Bill of Rights Protect?</p> <p>UNIT 6, Lessons 35-40 What Are the Roles of the Citizen in an American Democracy?</p>	14.F.5. Interpret how changing geographical, economic, technological, and social forces affect United States political ideas and traditions.	<p>UNIT 4, Lessons 23-28 How Have the Protections of the Bill of Rights Been Developed and Expanded?</p> <p>UNIT 5, Lessons 29-34 What Rights Does the Bill of Rights Protect?</p>
	14.F.3b. Describe how the United States political ideas and traditions were instituted in the Constitution and Bill of Rights.		14.F.4b. Describe how United States' political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).	<p>UNIT 4, Lesson 23 What Were the Constitutional Issues That Led to the Civil War?</p> <p>UNIT 4, Lesson 28 To What Extent Can the Law Correct Injustice and Other Problems in American Society?</p> <p>UNIT 5, Lessons 29-34 What Rights Does the Bill of Rights Protect?</p> <p>UNIT 6, Lessons 35-40 What Are the Roles of the Citizen in an American Democracy?</p>		

WHY THIS GOAL IS IMPORTANT

The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through 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.

SOCIAL SCIENCE

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

HISTORICAL ERAS	
Local, State and United States History (U.S.) <ul style="list-style-type: none"> • Early history in the Americas to 1620 • Colonial history settlement to 1763 • The American Revolution and early national period to 1820's • National Expansion from 1815 to 1850 • The Civil War and Reconstruction from 1850-1877 • Development of the industrial United States from 1865 to 1914 	<ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • Prehistory to 2000 BCE • Early civilizations, nonwestern empires, and tropical civilizations • The rise of pastoral peoples to 1000 BCE 	<ul style="list-style-type: none"> • 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

As a result of their schooling students will be able to:

LEARNING STANDARD	Middle/Junior High School	We the People... Level II Correlating Text	Early High School	We the People... Level III Correlating Text	Late High School	We the People... Level III Correlating Text
A. Apply the skills of historical analysis and interpretation.	16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts). 16.A.3b Make inferences about historical events and eras using historical maps and other historical sources. 16.A.3c Identify the differences between historical fact and interpretation.		16.A.4a Analyze and report historical events to determine cause and effect relationships. 16.A.4b Compare competing historical interpretations of an event.	UNIT 1, Lessons 1-9 <i>What Are the Philosophical and Historical Foundations of the American Political System?</i>	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data make and support inferences with evidence, report findings). 16.A.5b Explain the tentative nature of historical interpretations.	<i>Simulated Congressional Hearing: Instructional Packet</i>

LEARNING STANDARD	Middle/Junior High School	We the People... Level II Correlating Text	Early High School	We the People... Level III Correlating Text	Late High School	We the People... Level III Correlating Text
B. Understand the development of significant political events.	<p>16.B.3a (U.S.) 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.</p> <p>16.B.3b (U.S.) 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.</p>	<p>UNIT 2, Lesson 6 <i>What experiences led to the American Revolution?</i></p> <p>UNIT 2, Lesson 7 <i>What basic ideas about government were in the Declaration of Independence?</i></p> <p>UNIT 3, Lessons 11-17 <i>What happened at the Philadelphia Convention?</i></p> <p>UNIT 4, Lesson 21 <i>Who decides what the Constitution means?</i></p> <p>UNIT 5, Lessons 23-27 <i>How does the Constitution protect our basic rights?</i></p>	<p>16.B.4 (U.S.) Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivism, New Deal, New Conservatism).</p> <p>16.B.4a (W) Identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church-state relationships).</p>	<p>UNIT 2, Lesson 15 <i>What Conflicting Opinions Did the Framers Have about the Completed Constitution?</i></p> <p>UNIT 3, Lesson 16 <i>What Was the Anti-Federalists' Position in the Debate about Ratification?</i></p> <p>UNIT 3, Lesson 17 <i>What Was the Federalists' Position in the Debate about Ratification?</i></p> <p>UNIT 3, Lesson 20 <i>What Caused the Rise of Political Parties?</i></p> <p>UNIT 1, Lesson 4 <i>How Did Modern Ideas of Individual Rights Develop?</i></p>	<p>16.B.5a (U.S.) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy).</p> <p>16.B.5b (U.S.) Analyze how United States political history has been influenced by the nation's economic, social and environmental history.</p> <p>16.B.5a (W) Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.</p> <p>16.B.5b (W) Describe how tensions in the modern world are affected by different political ideologies including democracy and totalitarianism.</p> <p>16.B.5c (W) Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history.</p>	<p>UNIT 1, Lessons 1-9 <i>What are the Philosophical and Historical Foundations of the American Political System?</i></p> <p>UNIT 6, Lessons 35-40 <i>What Are the Roles of the Citizen in American Democracy?</i></p> <p>UNIT 2, Lessons 10-17 <i>How Did the Framers Create the Constitution?</i></p> <p>UNIT 4, Lessons 23-28 <i>How Have the Protections of the Bill of Rights Been Developed and Expanded?</i></p> <p>UNIT 6, Lessons 35-40 <i>What Are the Roles of the Citizen in American Democracy?</i></p>

SOCIAL SCIENCE

Goal 16 CONTINUED

LEARNING STANDARD	Middle/Junior High School	We the People... Level II Correlating Text	Early High School	We the People... Level III Correlating Text	Late High School	We the People... Level III Correlating Text
C. Understand the development of economic systems.	<p>16.C.3a (U.S.) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.</p> <p>16.C.3b (U.S.) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p> <p>16.C.3c (U.S.) Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.</p> <p>16.C.3d (W) Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.</p> <p>16.C.3b (W) Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.</p> <p>16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.</p>	<p>UNIT 3, Lesson 13 <i>When were the conflicts between the northern and southern states?</i></p>	<p>16.C.4a (U.S.) Explain how trade patterns developed between the Americas and the rest of the global economy, 1500-1840.</p> <p>16.C.4b (U.S.) Analyze the impact of westward expansion on the United States economy.</p> <p>16.C.4c (U.S.) Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.</p> <p>16.C.4d (W) Describe the growing dominance of American and European capitalism and their institutions after 1500.</p> <p>16.C.4b (W) Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.</p> <p>16.C.4c (W) Describe the impact of key industrialists from 1500-present, including Adam Smith, Karl Marx, and John Maynard Keynes.</p> <p>16.C.4d (W) Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism.</p>	<p>UNIT 1, Lesson 4 <i>How Did Modern Ideas of Individual Rights Develop?</i></p> <p>UNIT 1, Lesson 4 <i>How Did Modern Ideas of Individual Rights Develop?</i></p>	<p>16.C.5a (U.S.) Analyze how and why the role of the United States in the world economy has changed since World War II.</p> <p>16.C.5b (U.S.) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history.</p> <p>16.C.5c (W) Explain how industrial capitalism became the dominant economic model in the world.</p> <p>16.C.5d (W) Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems.</p> <p>16.C.5e (W) Analyze the relationship between and issue in world economic history and the related aspects of political, social and environmental history.</p>	

LEARNING STANDARD	Middle/Junior High School	We the People... Level II Correlating Text	Early High School	We the People... Level III Correlating Text	Late High School	We the People... Level III Correlating Text
<p>D. Understand Illinois, United States and world social history.</p>	<p>16.D.3a (U.S.) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.</p> <p>16.D.3b (U.S.) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.</p> <p>16.D.3 (W) Identify the origins and analyze the consequences of events that have shaped world social history, including famines, migrations, plagues, slave trading.</p>	<p>UNIT 2, Lesson 9 <i>When were Americans like in the 1780's?</i> UNIT 2, Lesson 9 <i>When were the Americans like in the 1780's?</i></p>	<p>16.D.4a (U.S.) Describe the immediate and long-range social impacts of slavery.</p> <p>16.D.4b (U.S.) Describe unintended social consequences of political events in the United States history (e.g., Civil War, emancipation, National Defense Highway Act, decline of inner cities, Vietnam War, anti-government activity).</p> <p>16.D.4 (W) Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.</p>	<p>UNIT 2, Lesson 13 <i>What Powers Were Granted to the Legislative Branch?</i> UNIT 4, Lesson 23-28 <i>How Have the Protections of the Bill of Rights Been Developed and Expanded?</i> UNIT 4, Lesson 23-28 <i>How Have the Protections of the Bill of Rights Been Developed and Expanded?</i></p>	<p>16.D.5 (U.S.) Analyze the relationship between an issue in the United States social history and the related aspects of political, economic, and environmental history.</p> <p>16.D.5 (W) Analyze the relationship between an issue in world social history, and the related aspects of political, economic and environmental history.</p>	<p>UNIT 4, Lesson 26 <i>How Did the Civil Rights Movement Use the Constitution to Achieve Its Goal?</i> UNIT 4, Lesson 28 <i>To What Extent Can the Law Correct Bias and Other Problems in American Society?</i></p>
<p>E. Understand Illinois, United States and world environmental history.</p>	<p>16.E.3a (U.S.) Describe how early settlers in Illinois and the United States adapted, used and changed the environment after 1818.</p> <p>16.E.3b (U.S.) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</p> <p>16.E.3c (U.S.) Describe the impact of urbanization and suburbanization, 1850-present, on the environment.</p> <p>16.E.3a (W) Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during agricultural revolution, 4000-1000 BCE.</p> <p>16.E.3b (W) Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE-1500 CE.</p>		<p>16.E.4a (U.S.) Describe the causes and effects of conservation and environmental movements in the United States, 1900-present.</p> <p>16.E.4b (U.S.) Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).</p> <p>16.E.4a (W) Describe how cultural encounters among people of the world (e.g., Columbian exchange, opening of China and Japan to external trade, building of Suez canal) affected the environment, 1500-present.</p> <p>16.E.4b (W) Describe how migration has altered the world's environment since 1450.</p>	<p>UNIT 1, Lesson 4 <i>How Did Modern Ideas of Individual Rights Develop?</i> UNIT 6, Lesson 39 <i>What Are Some Constitutional Issues Facing United States Citizens in the Nation's Third Century?</i></p>	<p>16.E.5a (U.S.) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing practices and building cities.</p> <p>16.E.5b (U.S.) Analyze the relationship between an issue in United States environmental history and the related aspects of political economic and social history.</p> <p>16.E.5a (W) Analyze how technological and scientific developments have affected human productivity, human conflict, and the environment.</p> <p>16.E.5b (W) Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.</p>	

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.

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We the People...
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LEVEL I

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Social Science State Curriculum Goals

SOCIAL SCIENCE

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

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As a result of their schooling students will be able to:

LEARNING STANDARD	EARLY ELEMENTARY	We the People... Level 1 Correlating Text	LATE ELEMENTARY	We the People... Level 1 Correlating Text
A. Understand and explain basic principles of the United States government.	14.A.1 Describe the fundamental principles of government including representative government, government of the law, individual rights and the common good.	Why did the Founders think we needed a government? UNIT 1, Lesson 3 What is a republican government? UNIT 1, Lesson 4 What is a constitutional government?	14.A.2 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.	UNIT 1, LESSONS 1-6 What were the Founders' basic ideas about government? UNIT 2, Lesson 10 What basic ideas are in the Preamble to the Constitution?
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	14.B.1 Identify the different levels of government as local, state and national.	UNIT 3, Lesson 15 What is the federal government?	14.B.2 Explain what government does at local, state, and national levels.	UNIT 3, LESSONS 11-15 How did the Framers organize our government?
C. Understand elections processes and responsibilities of citizens.	14.C.1 Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.	UNIT 5, LESSONS 21-22 What are the responsibilities of citizens?	14.C.2 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).	UNIT 5, LESSONS 21-22 What are the responsibilities of citizens?
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	14.D.1 Identify the roles of civic leaders (e.g., elected leaders, public service leaders).	UNIT 3, Lesson 12 What is the legislative branch? UNIT 3, Lesson 13 What is the executive branch? UNIT 3, Lesson 14 What is the judicial branch?	14.D.2 Explain ways that individuals and groups influence and shape public policy.	
E. Understand the United States foreign policy as it relates to other nations and international issues.	14.E.1 Identify relationships that the federal government establishes with other nations.		14.E.2 Determine and explain the leadership role of the United States in international settings.	
F. Understand the development of United States political ideas and traditions.	14.F.1 Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.	UNIT 2, Lesson 2 Why did the Founders think we needed a government? UNIT 4, LESSONS 16-20 How does the Constitution protect your basic rights?	14.F.2 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).	UNIT 2, Lesson 9 How should the problem of slavery be handled? UNIT 4, LESSONS 16-20 How does the Constitution protect your basic rights? UNIT 5, LESSONS 21-22 What are the responsibilities of citizens?

WHY THIS GOAL IS IMPORTANT

The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through 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.

SOCIAL SCIENCE

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

HISTORICAL ERAS

<ul style="list-style-type: none"> Local, State and United States History (U.S.) Early history in the Americas to 1620 Colonial history settlement to 1763 The American Revolution and early national period to 1820's National Expansion from 1815 to 1850 The Civil War and Reconstruction from 1850-1877 Development of the industrial United States from 1865 to 1914 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
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As a result of their schooling students will be able to:

LEARNING STANDARD	EARLY ELEMENTARY	We the People..., Level I Correlating Text	LATE ELEMENTARY	We the People..., Level I Correlating Text
A. Apply the skills of historical analysis and interpretation.	<p>16.A.1a Explain the difference between past, present and future time; place themselves in time.</p> <p>16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>16.A.1c Describe how people in different times and places viewed the world in different ways.</p>	<p>UNIT 1, LESSONS 1-5 <i>What were the Founders' basic ideas about government?</i></p> <p>UNIT 2, LESSONS 7-10 <i>How was our Constitution written?</i></p> <p>UNIT 1, LESSONS 1-5 <i>What were the Founders' basic ideas about government?</i></p>	<p>16.A.2a Read historical stories and determine events which influenced their writing.</p> <p>16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.</p> <p>16.A.2c Ask questions and seek answers by collecting and analyzing data from historical documents, images and other literary and non-literary sources.</p>	<p>UNIT 2, LESSONS 7-10 <i>How was our Constitution written?</i></p>
B. Understand the development of significant political events.	<p>16.B.1a (U.S.) Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings)</p> <p>16.B.1b (U.S.) 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).</p> <p>16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</p>		<p>16.B.2a (U.S.) Describe how the European colonies in North America developed politically.</p> <p>16.B.2b (U.S.) 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.</p> <p>16.B.3b (U.S.) Identify presidential elections that were pivotal in the formation of modern political parties.</p> <p>16.B.2d (U.S.) Identify major political events and leaders within the United States historical era 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.</p> <p>16.B.2a (W) Describe the historical development of monarchies, oligarchies and city-states in ancient civilizations.</p>	<p>UNIT 1, Lesson 1 <i>What was America like in the 1770's?</i></p> <p>UNIT 1, Lesson 5 <i>How did the Founders see their ideas in the Declaration of Independence?</i></p> <p>UNIT 2, Lessons 7-10 <i>How was our Constitution written?</i></p> <p>UNIT 2, Lesson 9 <i>How should the problem of slavery be handled?</i></p> <p>UNIT 1, Lesson 3 <i>What is a republican government?</i></p> <p>UNIT 1, Lesson 4 <i>What is a constitutional government?</i></p> <p>UNIT 1, LESSONS 1-5 <i>What were the Founders' basic ideas about government?</i></p>

SOCIAL SCIENCE

GOAL 16 CONTINUED

DRAFT

As a result of their schooling students will be able to:

LEARNING STANDARD	EARLY ELEMENTARY	We the People... Level I Correlating Text	LATE ELEMENTARY	We the People... Level I Correlating Text
C. Understand the development of economic systems.	<p>16.C.1a (U.S.) 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.</p> <p>16.C.1b (U.S.) Explain how the economy of the students' local community has changed over time.</p> <p>16.C.1a (W) 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.</p> <p>16.C.1b (W) Explain how trade among people brought an exchange of ideas, technology and language.</p>		<p>16.C.2a (U.S.) Describe how slavery and indentured servitude influenced the early economy of the United States.</p> <p>16.C.2b (U.S.) 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.</p> <p>16.C.2c (U.S.) 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.</p> <p>16.C.2a (W) Describe the economic consequences of the first agricultural revolution, 4000 BCE - 1000 BCE.</p> <p>16.C.2b (W) Describe the basic economic systems of the world's great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000 BCE - 500 CE.</p>	<p>UNIT 2, Lesson 9 <i>How should the problem of slavery be handled?</i></p>
D. Understand Illinois, United States and world social history.	<p>16.D.1 (U.S.) Describe key figures and organizations (e.g. fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.</p> <p>16.D.1 (W) Identify how customs and traditions from around the world influence the local community.</p>		<p>16.D.2a (U.S.) Describe the various individual motives for settling in colonial America.</p> <p>16.D.2b (U.S.) Describe the ways in which participation in the westward movement affected families and communities.</p> <p>16.D.2c (U.S.) 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.</p> <p>16.D.2 (W) 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).</p>	<p>UNIT 1, Lesson 1 <i>What was America like in the 1770's?</i></p> <p>UNIT 4, Lesson 18 <i>How does the Constitution protect your right to be treated equally by the government?</i></p> <p>UNIT 4, Lesson 19 <i>How does the Constitution protect your right to be treated fairly by the government?</i></p> <p>UNIT 4, Lesson 20 <i>How does the Constitution protect your right to vote?</i></p> <p>UNIT 1, Lesson 3 <i>What is a republican government?</i></p>

SOCIAL SCIENCE

GOAL 16 CONTINUED

As a result of their schooling students will be able to:

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E. Understand Illinois, United States and world environmental history.	16.E.1 (U.S.) Describe how the local environment has changed over time. 16.E.1. (W) Compare the depictions of the natural environment that are found in myths, legends, folklore and traditions.		16.E.2a (U.S.) Identify environmental factors that drew settlers to the state and region. 16.E.2b (U.S.) Identify individuals and events in the development of the conservation movement including John Muir, Theodore Roosevelt and the creation of the National Park System. 16.E.2c (U.S.) Describe environmental factors that influenced the development of transportation and trade in Illinois. 16.E.2a (W) Describe how people hunting and gathering and early pastoral societies adapted to their respective environments. 16.E.2b (W) Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.	UNIT 1, Lesson 1 <i>What was America like in the 1770's?</i>
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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 and 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.

Illinois Learning Standards

Frequently
Asked
Questions

2001-2002
Timetable

How To
Get Involved

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

Late Elementary

Learning Standards	Late Elementary	Project Citizen Correlation
A. Understand and explain basic principles of the United States government.	14.A.2 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.	<u>Step IV:</u> Constitutional Opinion Form (p.30-31)
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	14.B.2 Explain what government does at local, state and national levels.	<u>Step I:</u> Examples of public policies and the agencies responsible for carrying them out (p.7)
C. Understand election processes and responsibilities of citizens.	14.C.2 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).	<u>Step I:</u> Identify and discuss problems involving Civil Liberties (p.10)
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	14.D.2 Explain ways that individuals and groups influence and shape public policy.	<u>Step III:</u> Identifying sources of Information: Community Organizations and Interest Groups (p. 18) <u>Step V:</u> Take part in a simulated legislative hearing (p.33) <u>Teacher's Guide:</u> Defining public policy making process and citizens and the policy making process (pp.7-8)
E. Understand United States foreign policy as it relates to other nations and international issues.	14.E.2 Determine and explain the leadership role of the United States in international settings.	
F. Understand the development of United States political ideas and traditions.	14.F.2 Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g.,	

Learning Standards	Middle/Junior High School	Project Citizen Correlation
A. Understand and explain basic principles of the United States government.	14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.	<u>Step IV:</u> Constitutional Opinion Form (p.30-31)
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.	<u>Step I:</u> Examples of public policies and the agencies responsible for carrying them out (p.7)
C. Understand election processes and responsibilities of citizens.	14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.	<u>Step I:</u> Identify and discuss problems involving Civil Liberties (p.10)
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	14.D.3 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).	<u>Step III:</u> Identifying sources of Information: Community Organizations and Interest Groups, Legislative Offices, and Administrative Offices (p. 18)
E. Understand United States foreign policy as it relates to other nations and international issues.	14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).	<u>Step V:</u> Take part in a simulated legislative hearing (p.33)
F. Understand the development of United States political ideas and traditions.	14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution. 14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.	<u>Step IV:</u> Constitutional Opinion Form (p.30-31)

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GOAL 1: Read with understanding and fluency.

Late Elementary

Learning Standards	Late Elementary	Project Citizen Correlation
A. Apply analysis and vocabulary skills to comprehend selections.	1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations. 1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.	1.A.2a-b <u>Glossary:</u> Each step I-VI reinforces vocabulary words found in glossary (pp.36-37)
B. Apply reading strategies to improve understanding and fluency.	1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas. 1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension. 1.B.2c Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information). 1.B.2d Read age-appropriate material aloud with fluency and accuracy.	1.B.2a <u>Steps I-VI:</u> Lesson requiring use of surveys, questionnaires, formulation of predictions and conclusions. Relevant forms are found on pages 12-15, 20-21 & 30-31. 1.B.2b <u>Steps I-VI:</u> Techniques are reflected in each step.
C. Comprehend a Broad Range of materials	1.C.2a Use information to form and refine questions and predictions. 1.C.2b Make and support inferences and form interpretations about main themes and topics. 1.C.2c Compare and contrast the content and organization of selections. 1.C.2d Summarize and make generalizations from content and relate to purpose of material. 1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor). 1.C.2f Connect information presented in tables, maps and charts to printed or electronic text	1.C.2a,b,d,f <u>Steps I-VI:</u> Techniques found in all steps including the following lessons: p. 11 Printed Resource Assignment p. 12 Problem Identification and Analysis Form p. 17 Class Activity A: Identifying Sources of Information

Learning Standards	Middle/Junior High School	Project Citizen Correlation
A. Apply analysis and vocabulary skills to comprehend selections.	1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	1.A.2a-b <u>Glossary:</u> Each step I-VI reinforces vocabulary words found in glossary (pp. 36-37)
	1.A.3b Analyze the meaning of words and phrases in their context.	
	1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.	1.B.3a <u>Step III:</u> Gathering Information on a Problem(pp. 17-18)
	1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	1.B.3b <u>Steps I-VI:</u> These techniques are reflected in each step.
B. Apply reading strategies to improve understanding and fluency.	1.B.3c Continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings).	
	1.B.3d Read age-appropriate material with fluency and accuracy.	
	1.C.3a Use information to form, explain and support questions and predictions. 1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.	1.C.3a& c <u>Step III:</u> Gathering Information on the Problem(pp.17-18)
C. Comprehend a Broad Range of materials	1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.	1.C.3b <u>Steps I-V</u> 1.C.3d <u>Step IV:</u> Documentation section of portfolios, Portfolio Groups 1-4 Selecting a Problem, Alternative Policies, Developing a Class Portfolio (pp. 27-32)
	1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.	1.C.3f <u>Step IV:</u> Portfolio Groups 1-4, Graphic Presentations (pp 27-32)
	1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas	

Learning Standards	Late Elementary	Project Citizen Correlation
A. Understand how literary elements and techniques are used to convey meaning.	2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.	
	2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.	
	2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).	
B. Read and interpret a variety of literary works.	2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.	2.B.2a <u>Step I:</u> "Printed Source Assignment" (p.11)
	2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.	
	2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.	

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Middle/Junior High School

Learning Standards	Middle/Junior High School	Project Citizen Correlation
A. Understand how literary elements and techniques are used to convey meaning.	2.A.3a Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	
	2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.	
	2.A.3c Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).	
	2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.	
B. Read and interpret a variety of literary works.	2.B.3a Respond to literary material from personal, creative and critical points of view.	2.B.3a <u>Step I:</u> "Printed Source Assignment" (p.11)
	2.B.3b Compare and contrast common literary themes across various societies and eras.	
	2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.	

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GOAL 3: Write to communicate for a variety of purposes.

Late Elementary

Learning Standards	Late Elementary	Project Citizen Correlation
A. Use correct grammar, spelling, punctuation, capitalization and structure.	3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.	3.A.2a <u>Step IV:</u> Documentation section of the Portfolio 1-4 Written summary of alternative policies (p.28), Explanation and justification for your suggested policy (p. 29) and a written explanation of how to develop government support (p.32)
B. Compose well-organized and coherent writing for specific purposes and audiences.	3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting). 3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience. 3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization. 3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	3.B.2a-d <u>Step IV:</u> Documentation section of the Portfolio 1-4 Written summary of alternative policies (p.28), Explanation and justification for your suggested policy (p. 29) and a written explanation of how to develop government support (p.32)
C. Communicate ideas in writing to accomplish a variety of purposes.	3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements). 3.C.2b Produce and format compositions for specified audiences using available technology.	3.C.2a& b <u>Step III:</u> Writing and Requesting Information (p.19)

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Learning Standards	Middle/Junior High School	Project Citizen Correlation
A. Use correct grammar, spelling, punctuation, capitalization and structure.	3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.	3.A.3 3.B.2a-d <u>Step IV:</u> Documentation section of the Portfolio 1-4 Written summary of alternative policies (p.28), Explanation and justification for your suggested policy (p. 29) and a written explanation of how to develop government support (p.32)
B. Compose well-organized and coherent writing for specific purposes and audiences.	3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	3.B.3a & b 3.B.2a-d <u>Step IV:</u> Documentation section of the Portfolio 1-4 Written summary of alternative policies (p.28), Explanation and justification for your suggested policy (p. 29) and a written explanation of how to develop government support (p.32)
C. Communicate ideas in writing to accomplish a variety of purposes.	3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.	
	3.C.3a Compose narrative, informative, and persuasive writings (e.g., in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience.	3.C.3a <u>Step III:</u> Writing and Requesting Information(p. 19)
	3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.	3.C.3 <u>Step I:</u> "Radio/TV Assignment" (p.11) <u>Step III:</u> Electronic Information Networks (p.18)

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GOAL 4: Listen and speak effectively in a variety of situations.

Late Elementary

Learning Standards	Late Elementary	Project Citizen Correlation
A. Listen effectively in formal and informal situations.	4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	4.A.2.a, b & c <u>Step :</u> "Interview Assignment" (p.11) <u>Step III:</u> Gather information from lawyers or judges, legislative offices, community members, and administrative offices (pp.17-18)
	4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.	
	4.A.2c Restate and carry out a variety of oral instructions.	
B. Speak effectively using language appropriate to the situation and audience.	4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.	4.B.2a <u>Step V:</u> Presenting portfolio to classmates and at legislative hearings (pp.33-34)
	4.B.2b Use speaking skills and procedures to participate in group discussions.	4.B.2b <u>Step II:</u> Class Discussion (p. 16)
	4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).	4.B.2c <u>Step III:</u> Presenting your Portfolio Preparation, Making appointments and introducing yourself and calling sources on the phone (p.19)
	4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.	

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Learning Standards	Middle/Junior High School	Project Citizen Correlation
A. Listen effectively in formal and informal situations.	4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	4.A.3.a, b & c <u>Step I:</u> "Interview Assignment" (p.11) <u>Step III:</u> Gather information from lawyers or judges, legislative offices, community members, and administrative offices (pp.17-18)
	4.A.3b Compare a speaker's verbal and nonverbal messages.	
	4.A.3c Restate and carry out multistep oral instructions.	
	4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	
B. Speak effectively using language appropriate to the situation and audience.	4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	4.B.3a <u>Step V:</u> Presenting the portfolio to classmates and at legislative hearings (pp.33-34)
	4.B.3b Design and produce reports and multi-media compositions that represent group projects.	4.B.2b <u>Step I:</u> Class Discussion (p. 16)
	4.B.3c Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).	4.B.2c <u>Step V:</u> Presenting your Portfolio Preparation, Making appointments and introducing yourself and calling sources on the phone (p.19)
	4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.	

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GOAL 5: Use the language arts to acquire, assess and communicate information.

Late Elementary

Learning Standards	Late Elementary	Project Citizen Correlation
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	5.A.2a Formulate questions and construct a basic research plan.	5.A.2a & b <u>Step III:</u> Identifying Sources of Information using research teams (pp.17-18)
	5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web-sites, CD-ROMs).	
B. Analyze and evaluate information acquired from various sources.	5.B.2a Determine the accuracy, currency and reliability of materials from various sources	5.B.2a <u>Step II:</u> "Evaluating Information from Letters and Interviews" (p. 22-23)
	5.B.2 Cite sources used.	5.B.2b <u>Step IV: Documentation sections of Portfolio (pp.27-30)</u>
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.	5.C.2a <u>Step IV:</u> <u>Print</u> - Written summary of alternative policies (p.28), Explanation and justification for your suggested policy (p. 29) and a written explanation of how to develop government support (p.32)
	5.C.2b Prepare and deliver oral presentations based on inquiry or research.	<u>Nonprint</u> - Graphic presentation of the problem, policies, proposed policy, and action plan (pp.27-32)
		5.C.2b <u>Step V:</u> Prepare and deliver Oral Presentation for simulated legislative hearing (pp.33-34)

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Middle/Junior High School

Learning Standards	Middle/Junior High School	Project Citizen Correlation
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	5.A.3a Identify appropriate resources to solve problems or answer questions through research.	5.A.3a "Identifying Sources of Information" using research teams (pp17-18)
	5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.	5.A.3b Sharing what you know about problems in your community, schools, among young people, involving basic liberties and concerning the environment. (pp. 9-10)
B. Analyze and evaluate information acquired from various sources.	5.B.3a Choose and analyze information sources for individual, academic and functional purposes.	5.B.3a "Evaluating Information from Letters and Interviews" (p. 22-23)
	5.B.3b Identify, evaluate and cite primary sources.	5.B.3b Documentation sections of Portfolio (pp.27-30)
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	5.C.3a Use information to form, explain and support questions and predictions.	5.C.3a <u>Print:</u> Written summary of alternative policies (p.28), Explanation and justification for your suggested policy (p. 29) and a written explanation of how to develop government support (p.32)
	5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	<u>Nonprint:</u> Graphic presentation of the problem, policies, proposed policy, and action plan (pp.27-32)
	5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	5.C.3b Prepare and deliver Oral Presentation for Simulated Legislative Hearing (pp.33-34)

The Curriculum

Project Citizen & Illinois Learning Standards

Illinois Student Portfolios

Simulated Legislative Hearings

Illinois Competition 2000-2001

**WE THE PEOPLE... PROJECT CITIZEN
AND THE
PROPOSED ILLINOIS LEARNING STANDARDS**

A Correlation Report

We the People... Project Citizen

We the People... Project Citizen is a portfolio-based civic education project for students in grades 6 through 9. It focuses on the role of state and local government in the American federal system. The intent of **Project Citizen** is to motivate and enable young people to enjoy the rights and accept the responsibilities of citizenship. The program introduces and trains students in the methods and procedures used in our political process. The instructional materials help students to

- learn how to monitor and influence public policy in their communities
- learn policy making processes
- develop concrete skills and the foundation needed to become responsible participating citizens
- develop effective, creative communication skills
- develop more positive self-concepts and confidence in exercising the rights and responsibilities of citizenship

The curriculum involves an entire class of students in a series of structured, cooperative learning activities. Working in cooperative teams, the class learns to interact with their government through a five step process that includes

- identifying a public policy problem in their community
- gathering and evaluating information on the problem
- examining and evaluating solutions
- selecting or developing a proposed public policy
- developing an action plan

The final product is a class portfolio which includes a display section and documentation section showing each groups work.

The project culminates with a simulated legislative hearing in which each of the four portfolio groups prepares and presents a statement on its section of the portfolio before a panel of community representatives who act as legislative committee members. Each group then answers questions posed by the committee members. This format provides students with an opportunity to demonstrate their knowledge and understanding of how public policy is formulated.

Proposed Illinois Social Science Learning Standards

Project Citizen addresses directly several of the proposed Illinois social science learning standards. These include (bold type shows direct correlation of **Project Citizen** to the standard)

State Goal 14 : Understand political systems, with an emphasis on the United States.

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

Early High School 14.A.4 **Analyze how local, state and national governments serve the proposes for which they were created.**

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

Late Elementary 14.B.2 **Explain what government does at local, state and national levels**

- Learning Standard C. Understand election processes and responsibilities of citizens.

Early High School 14.C.4 **Describe the meaning of participatory citizenship (e.g. volunteerism, voting) at all levels of government and society in the United States.**

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

Late Elementary 14.D.2 **Explain ways that individuals and groups influence and shape public policy.**

Middle/Junior High School 14.D.3 **Describe the 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).**

Early High School 14.D.4 **Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policy.**