

Illinois Learning Standards



The Illinois Learning Standards for Social Science integrates the disciplines of anthropology, geography, history, law, political science and sociology. Taught as separate units of study, the standards provide students with a “broad understanding of political and economic systems ...and helps people develop the ability to make informed and reasoned decisions.”

In SIRS’ study of the Illinois Learning Standards, we see a direct correlation between the goals and objectives that are emphasized and the framework upon which SIRS Interactive Citizenship has been developed. SIRS Interactive Citizenship content emphasizes the generalizations and concepts that act as the framework for understanding democratic political institutions and their emergence throughout history, while the Discovery and Inquiry activities and related chapter lessons exemplify our commitment to critical thinking skills.

What Citizens Need to Know About Government, addresses the expectations for the study of political science component of the Social Science curriculum and presents a framework for understanding America’s ongoing struggle to realize the ideals of the Declaration of Independence and the U.S. Constitution and each citizen’s role in this democracy. Through this framework, students are able to connect the past and the present as well as appreciate universal historical themes and dilemmas by accessing primary sources such as, biographies, documents, diaries, letters, legends and speeches and links to related articles and web sites while focusing on the basic concepts of government. Thus, students develop the higher order thinking skills deemed necessary by the Illinois Learning Standards.

<<http://www.isbe.state.il.us/ils/socscience/PDFs/social.pdf>> [2001, November 22]



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correlation with

What Citizens Need to Know About Government



Social Science:

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

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

14.A.4 Analyze how local, state, and national governments serve the purpose for which they were created.

- *Chapter 1 examines the founding principles on which the U.S. government was formed.*
- *Chapter 2 outlines the system of checks and balances and explains what is meant by separation of powers.*
- *Chapters 10 and 11 explore state and local governments and provide links to state constitutions.*

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.

- *Chapter 9, The Bill of Rights and Minority Rights, outlines an individual's basic rights protected by law. Students can access articles and web sites that provide supplemental information such as that found on as the History of Women's Suffrage site.*

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

14.B.4 Compare the political systems of United States to other nations.

- *Chapter 1 compares various political systems and provides historical and contemporary examples of each.*

14.B.5 Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).

- *In Chapter 1, students can explore political systems in depth by accessing the links to such sites as the British Parliament and the National Congress of American Indians web sites.*

C. Understand election processes and responsibilities of citizens.

14.C.4 Describe the meaning of participatory citizenship (e.g., volunteerism, voting)

- *Chapter 15 explains the importance of “the vote” in the democratic process.*

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).

- *Students may read about the women’s suffrage movement in Chapter 9.*

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.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.

- *Chapter 13 discusses the affect the media, public opinion polls, pressure groups and political action committees have on public policy decisions.*

14.D.5 Interpret a variety of public policies and issues from the perspectives of different individuals and groups.

- *Students can read about such divergent issues as ethics, poverty, health care and the environment in Chapters 17 – 26.*

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

14.E.4 Analyze historical trends of United States foreign policy (e.g., emergence as a world leader – military, industrial, financial).

- *Chapter 28 allows students to gather information on U.S. foreign policy, past and present.*

14.E.5 Analyze relationships and tensions among members of the international community.

- *Chapter 28 provides links to international organizations such as NATO, Council on Foreign Relations and the World Bank.*

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

14.F.4 Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).

- *In, Chapter 9, students can read about historical events such as the civil rights movement.*
- *In Chapter 27, students learn how the Civil War brought about a conscription law.*

14.F.5 Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).

- *Students can access timely articles on topics such as terrorism and learn the economic, political and social effects of such acts.*