

5TH GRADE SOCIAL SCIENCE CHECKLIST

Goals 14-16

Illinois Learning Standards A-F

Assessment Frameworks

While ISBE is not currently assessing social science, many educators have requested copies of the framework for use in local school districts. Use as a curriculum guide.

U.S. GOVERNMENT

_____ Identify the basic principles of American democracy expressed in the Declaration of Independence, the U.S. Constitution, the Bill of Rights and the Illinois State Constitution, including: freedom, individual rights and obligations of citizens, consent of the governed, the common good, and trial by jury.

_____ Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

_____ Understand why the Bill of Rights was added to the Constitution.

POLITICAL SYSTEMS

_____ Identify the three branches of government as outlined in the Constitution and identify their functions and relationships.

_____ Identify the role and responsibilities of local, state and federal branches of government, including: protection of individual rights, national, regional and local interests, immigration, and provision of services (e.g., law enforcement and public education).

_____ Identify the structure of one's city or town government.

ELECTION PROCESS AND CITIZEN RESPONSIBILITIES

_____ Identify the rights and obligations of citizenship in a representative democracy.

_____ Identify the ways in which one can become a U.S. Citizen.

ROLES OF INDIVIDUALS AND INTEREST GROUPS

_____ Understand how one individual's rights in a democracy may at times be in conflict with one of another's individual rights; describe society's expectations for resolving these conflicts.

U.S. FOREIGN POLICY

- _____ Identify the provisions of the Constitution that empower the government to form relationships with other countries, including: declaring war, making treaties, trade agreements, and conducting foreign policy.
- _____ Identify the expansion of U.S. territory from the American Revolution to the U.S. Civil War and identify the nations or groups from which the territory was acquired (e.g., Native American tribes, Mexico, and France) and ways in which territories were acquired (e.g., conquest, purchase, etc.)
- _____ Identify the policy of Indian removal and be able to define “trail of tears” as it relates to the resettlement of the Cherokee Indians.
- _____ Identify the expansion of U.S. territory after the Civil War (e.g., resettlement of Native Americans to reservations, the purchase of Alaska, and the acquisition of Hawaii).
- _____ Define “imperialism” and trace the expansion of U.S. political involvement overseas from the Civil War through the end of the 19th century, including Roosevelt’s Big Stick Diplomacy.
- _____ Identify America’s allies and adversaries during World War I, describe the aid given by the U.S. to its allies, and describe the possible benefits and consequences of forming alliances with other nations.
- _____ Using World War I as an illustrative example, understand why nations sign peace treaties.
- _____ Identify Pearl Harbor as the event that prompted the U.S. to enter World War II.
- _____ Identify Allied and Axis powers during World War II and describe the wartime goals of each.
- _____ Define “cold war” and identify significant events of the Cold War, including: the Berlin Airlift, the Korean War, the Cuban Missile Crisis, and the arms race, the Vietnam War, and the fall of the Berlin Wall.
- _____ Identify basic foreign policy strategies of the U.S. during the Cold War, and the formation of alliances (e.g., NATO), and Warsaw Pact.
- _____ Identify areas of U.S. foreign policy involvement since the end of the Cold War era.

U.S. POLITICAL IDEAS AND TRADITIONS

- _____ Identify the significance of key American symbols, including national symbols (e.g., U.S. flag, bald eagle, Statue of Liberty, White House, U.S. Capitol, and Liberty Bell) and state symbols (e.g., state flag, motto, and location of state capitol); demonstrate understanding of proper care and handling of the U.S. flag.
- _____ Know the songs and be able to identify the lyrics that express American ideals, including “The Star-Spangled Banner” (National Anthem); paraphrase and understand the meaning of the words in the Pledge of Allegiance.
- _____ Identify the significance of major U.S. holidays, including: Independence Day, President’s Day, Veteran’s Day, Memorial Day, and Martin Luther King Day.

ILLINOIS POLITICAL SYSTEMS

- _____ Identify roles and functions of Illinois state and local governments.
- _____ Identify the rights of Illinois citizens.
- _____ Identify how individuals can change Illinois government policies.

ECONOMIC SYSTEMS

- _____ Identify the functions of a free market economy in which producers make the goods and services that consumers want.
- _____ Define unemployment.
- _____ Identify the differences between an industrial and an agricultural economy.
- _____ Define free enterprise; understand that markets exist wherever buyers and sellers exchange goods and services.
- _____ Define specialization; understand why people specialize in different trades.

SCARCITY AND CONSUMERS

- _____ Understand that consumers make choices in an environment of limited resources and understand why people are both consumers and producers.
- _____ Define the concept of supply and demand and describe how changes in supply and demand affect prices of specific products.

- _____ Identify the impact of changes in the quantity of goods/services purchased (demand) on their price.
- _____ Identify the impact of changes in the price of goods/services on the quantity purchased (demand).
- _____ Identify the productive resources (human, natural and capital) used in the production of goods and services.
- _____ Identify the choices made by producers when productive resources are scarce.
- _____ Define what economists mean by “productivity.”
- _____ Understand the impact of changes in the quantity of goods/services supplied (supply) on its price.
- _____ Understand the impact of changes in price of a good/service on the quantity supplied (supply).
- _____ Identify how entrepreneurs take risks in order to produce goods or services and make a return on an investment.

TRADE

- _____ Understand the concept of barter and other exchanges that individuals make with and without money.

GOVERNMENT AND THE ECONOMY

- _____ Identify government policies that protect property rights, enforce contracts, and discourage/encourage competition.
- _____ Understand how laws and government policies establish rules that help a market economy function efficiently (e.g., regulate banking, protect savings, and set rules for trade with other countries).
- _____ Identify governments as the providers of public goods and services (e.g., schools, roads, and fire protection).
- _____ Know that governments establish and collect taxes in order to provide services.
- _____ Know that governments establish and use budgets.
- _____ Know that government is responsible for establishing monetary systems (e.g., coinage and currency).

ILLINOIS ECONOMIC SYSTEMS

- _____ Understand how the law of supply and demand affects prices for Illinois industrial and agricultural products.
- _____ Identify goods and services produced in Illinois.
- _____ Identify division of labor and interdependence in the Illinois economy.
- _____ Understand how decisions about education and careers reflect incomes in Illinois.

HISTORICAL ANALYSIS AND INTERPRETATION

- _____ Understand and use common chronological terms and processes, including: Identifying the temporal structure of a historical narrative, including its beginning, middle and end (the latter defined as the outcome of a particular problem in the beginning); measuring and calculating calendar time by years, decades, centuries and millennia from fixed points of the Gregorian calendar system using B.C. and A.D.; constructing time lines by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.
- _____ Identify primary sources.
- _____ Interpret tables, charts and graphs that represent simple historical, social, political, geographical and economic data.
- _____ Understand “point of view;” distinguish fact from opinion in historical narratives.

U.S. HISTORY

- _____ Identify the introduction of slavery into America, the harsh conditions of the middle passage, the responses of slave families, the struggles between proponents and opponents of slavery and the institutionalization of slavery.
- _____ Identify the social characteristics of the northern, middle and southern colonies, and describe major individuals and groups associated with their founding, including: Pilgrims (under William Bradford) and Puritans (under John Winthrop) in the northern colonies; the English and Dutch (e.g., William Penn and Quakers, Peter Stuyvesant) in the middle colonies; the English in the southern colonies (e.g., John Smith and the settlement of Virginia).

- _____ Identify the similarities and differences in the political, economic and social characteristics of life in the colonies vs. life in Europe (e.g., England).
- _____ Identify competing nations and their interests in North America before the American Revolution.
- _____ Identify the causes of the American Revolution, including: resistance to imperial policy, the Stamp Act, and taxes on tea.
- _____ Identify the significance of the First and Second Continental Congresses and the Committee of Correspondence.
- _____ Identify the people and events associated with the drafting and signing of the Declaration of Independence, including: Thomas Jefferson, King George III, Patrick Henry, George Washington, Benjamin Franklin and John Adam.
- _____ Define “confederation” and explain that the states formed a confederation during the American Revolution under the Articles of Confederation.
- _____ Understand that the debate at the Constitutional Convention can essentially be explained in terms of large states vs. small states: large states wanted the number of congressional representatives to be determined by the size of a state’s population; small states wanted every state to have the same number of representatives; describe the 3/5 Compromise and the basic structure of government that resulted in the Convention.
- _____ Identify the first and second presidencies and identify the establishment of the national capitol in Washington D.C.
- _____ Identify the basic facts and implications of the Louisiana Purchase.
- _____ Identify significant accomplishments of individuals, groups, or events and their impact on early westward expansion of the nation, including: the Lewis and Clark expedition, Daniel Boone, “mountain men,” pioneers and the Gold Rush.
- _____ Examine the main causes and outcomes of the War of 1812, including the concept of “freedom of the seas,” James and Dolly Madison, the burning of the White House by the British, and the writing of “The Star-Spangled Banner.”
- _____ Identify the presidency of Andrew Jackson and identify “spoils system,” “kitchen cabinet,” and “common man.”
- _____ Identify the basic causes and consequences of the Mexican War, including events that preceded the war (e.g., conflict over the Texas Territory and the Battle of the Alamo), border disputes between the U.S. and Mexico (including

the location of the disputed territory); the Mexican Cession and the Gadsden Purchase.

- _____ Identify early western migration from the perspective of settlers and Native Americans.
- _____ Define “suffrage” and identify the contributions of individuals associated with the women’s rights and suffrage movements (e.g., Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, and Susan B. Anthony).
- _____ Define “abolition” and identify the contributions of individuals and groups associated with the abolitionist movement, including: Fredrick Douglas, John Brown, and Harriet Tubman; describe the Fugitive Slave Act of 1850 and explain the purpose of the Underground Railroad.
- _____ Identify the debate over slavery and its potential expansion, with an emphasis on key events and people (e.g., Henry Clay, John Calhoun, Daniel Webster, and the Kansas-Nebraska Act).
- _____ Identify the basic or primary causes of the U.S. Civil War, including: conflicting interpretations of state and federal authority and the geographical and economic differences between the North and South.
- _____ Identify Union and Confederate territories in the Civil War and describe the significance of events and individuals to the course of the war, including: battles of Fort Sumter, First Bull Run, and Gettysburg; Abraham Lincoln, Jefferson Davis, Robert E. Lee, and Ulysses S. Grant; the Gettysburg Address, Emancipation Proclamation, and surrender at Appomattox.