

# Illinois Social Science Assessment Framework Grades 5, 8, and 11

Illinois State Board of Education

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# Introduction to the Illinois Social Science Assessment Framework Grades 5, 8, and 11

The Illinois Social Science Assessment Framework is designed to assist educators, test developers, policy makers and the public by clearly defining those elements of the Illinois Learning Standards that are suitable for testing.

## The Illinois Assessment Framework provides:

- **Clarity** for students, parents and teachers regarding the knowledge and skills that are measurable on large-scale tests;
- **Focus** on core content, without encouraging excessive narrowing of curriculum or instruction; and
- **Thorough coverage** of each subject domain, as opposed to just providing sample benchmarks.

## Assessment Objectives

The Framework contains assessment objectives, clear and concise statements of testable material at each grade level. Each assessment objective was derived from the Illinois Learning Standards and Benchmarks, for each grade level, posted on the Illinois State Board of Education Web site ([www.isbe.net/ils](http://www.isbe.net/ils)).

## Cognitive Complexity

“Cognitive complexity” refers to the level of reasoning called for by an assessment objective. For example, some assessment objectives require simple recall, while others may require more complex levels of reasoning and/or application of knowledge and skills. In Social Science the nature of the content is such that the cognitive complexity implied by each assessment objective can vary widely. For example, in Social Science a student may be asked to simply recall a given historical fact or may be asked to apply the skills of historical analysis to the same content. Thus, within the Framework for Social Science, separate tables indicate the proportion of test items that address different levels of reasoning.

## Framework Conventions

This document uses a number of conventions, including symbols, abbreviations and a general organizational structure designed for ease of use. Each social science assessment objective has a unique identifier with three components.

*Example: 14.5.01*

<b>14</b>	<b>5</b>	<b>01</b>
<i>State Goal</i>	<i>Grade Level</i>	<i>Objective Number</i>

The first component, “14,” indicates the numbered State Learning Goal as defined in the Illinois Learning Standards. The second component, “5,” indicates the grade level. The third component, “01,” indicates that this is the first assessment objective for this goal at this grade level.

## Social Science Content Category Table

Grade	5	8	11
<b>Goal 14 – Political Systems</b>	<b>17%</b>	<b>17%</b>	<b>17%</b>
U.S. Government (Standard A)	3%	4%	2%
Political Systems (Standard B)	4%	3%	3%
Election Processes and Citizen Responsibilities (Standard C)	3%	3%	3%
Roles of Individuals and Interest Groups (Standard D)	2%	3%	3%
U.S. Foreign Policy (Standard E)	2%	2%	3%
U.S. Political Ideas and Traditions (Standard F)	3%	2%	3%
(Illinois Political Systems embedded in Standards A–D, F)	(4%)	(2%)	(2%)
<b>Goal 15 – Economics</b>	<b>15%</b>	<b>17%</b>	<b>17%</b>
Economic Systems (Standard A)	3%	3%	3%
Scarcity and Consumers (Standard B)	3%	3%	3%
Scarcity and Producers (Standard C)	3%	3%	3%
Trade (Standard D)	3%	4%	4%
Government and the Economy (Standard E)	3%	4%	4%
(Illinois Economic Systems embedded in Standards A–E)	(3%)	(2%)	(1%)
<b>Goal 16 – History</b>	<b>50%</b>	<b>48%</b>	<b>48%</b>
Historical Analysis and Interpretation (Standard A)	See Item Thinking Scale Table		
U.S. History (Standards B–D)	40%	29%	24%
World History (Standards B–D)	10%	19%	24%
Environmental History (embedded in Standards B–D)	(3%)	(3%)	(2%)
Illinois History: Events, Trends, and Individuals (embedded in Standards B–D)	(4%)	(2%)	(2%)
<b>Goal 17 – Geography</b>	<b>18%</b>	<b>18%</b>	<b>18%</b>
Places, Regions, and Features on the Earth (Standard A)	5%	4%	5%
Earth's Physical Systems (Standard B)	4%	5%	3%
Geography and Society (Standard C)	5%	5%	5%
Geography and History (Standard D)	4%	4%	5%
Illinois Geography (embedded in Standards A–D)	(4%)	(2%)	(2%)
<b>Goal 18 – Culture and Society</b>	Distributed throughout the other goals		
Culture			
Individuals and Groups in Society			
Development of Social Systems			
Social Systems in Illinois			
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Social Science Reporting Category Table

Results should be reported out for each category.

<b>Grade</b>	<b>5</b>	<b>8</b>	<b>11</b>
<b>Goal 14 – Political Systems</b>	17%	17%	17%
<b>Goal 15 – Economics</b>	15%	17%	17%
<b>Goal 16 – History</b>	50%	48%	48%
U.S. History (Standards B-D)	40%	29%	24%
World History (Standards B-D)	10%	19%	24%
<b>Goal 17 – Geography</b>	18%	18%	18%
Illinois Political and Economic Systems, History and Geography (embedded in other content categories)	(15%)		
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Social Science Item Thinking Scale Table

<b>Grade</b>	<b>5</b>	<b>8</b>	<b>11</b>
<b>Level 1 Questions</b> Recalling Terms/Conventions (e.g., definitions of primary/secondary sources; geographic terms such as compass rose; economic terms; chronological terms)	10%	10%	10%
<b>Level 2 Questions</b> Recalling Facts and Concepts Recalling facts, events, and characteristics Recalling concepts/theories (e.g. causal interpretations of the Civil War; supply and demand; popular sovereignty; special patterns of settlement)	15%	15%	15%
<b>Level 3 Questions</b> Using and interpreting maps, graphs, charts, and tables	10%	10%	10%
<b>Level 4 Questions</b> Using and interpreting symbols, illustrations, and cartoons	5%	5%	5%
<b>Level 5 Questions</b> Distinguishing fact from opinion, relevant from irrelevant information, and establishing credibility of sources	15%	15%	15%
<b>Level 6 Questions</b> Problem Solving (interpretation/generalization) Forming hypotheses/research questions; determining relevance or significance of historical facts for or against a particular interpretation; drawing/evaluating conclusions; forming generalizations	20%	20%	20%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

# Social Science<sup>1</sup> – Goal 14

Grade 5	Grade 8	Grade 11
<b>U.S. GOVERNMENT (STANDARD A)</b>		
3%	4%	2%
<p><b>14.5.01</b> 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.</p>	<p><b>14.8.01</b> 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: inalienable rights, popular sovereignty, rule of law, due process, separation of powers and checks and balances.</p>	<p><b>14.11.01</b> Identify the significance of key Supreme Court decisions and how varying interpretations of the Constitution have defined, limited or expanded individual rights, as well as addressed the Constitutional principles of separation of powers and checks and balances, including: Marbury v. Madison, Dartmouth College v. Woodward, McCulloch v. Maryland, Brown v. Board of Education of Topeka, Baker v. Carr, and United States v. Nixon.</p>
<p><b>14.5.02</b> Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.</p>	<p><b>14.8.02</b> Identify the similarities (written document, rule of law, consent of the governed, three separate branches of government) and differences (scope of jurisdiction, limits on government powers, use of the military) between the U.S. and Illinois Constitutions.</p>	<p><b>14.11.02</b> Distinguish between enumerated and implied powers in the U.S. and Illinois Constitutions.</p>
<p><b>14.5.03</b> Understand why the Bill of Rights was added to the Constitution.</p>	<p><b>14.8.03</b> Compare the powers granted to the federal legislative, executive and judicial branches of government to the powers reserved to the states.</p>	<p><b>14.11.03</b> Understand the tensions within the U.S. constitutional democracy (e.g., majority role/individual rights; state/national authority; civil disobedience/rule of law; freedom of press/right to a fair trial; religion/government). Analyze the rights contained in the Bill of Rights and explain the process through which amendments are added to the Constitution.</p>
	<p><b>14.8.04</b> Identify how the Constitution is designed to secure individual liberty by both empowering and limiting central government.</p>	<p><b>14.11.04</b> Understand the principles of religious liberty described in the Establishment and Free Exercise clauses of the First Amendment.</p>
	<p><b>14.8.05</b> Identify unique features of the U.S. Constitution, including the Presidency and an independent judiciary.</p>	

<sup>1</sup> The following document was very helpful and played a significant role in the development of the Social Science Assessment Framework: Kendall, J., Schoch-Roberts, L., and Young Reynolds, S. (2000). *A distillation of subject-matter content for the subject areas of geography and history*. Aurora, CO: Mid-continent Research for Education and Learning.

## Social Science – Goal 14

Grade 5	Grade 8	Grade 11
<b>U.S. GOVERNMENT (STANDARD A)</b>		
3%	4%	2%
		<b>14.11.05</b> Identify the “continuity and change” of the U.S. Constitution over time, and why one depends upon the other.
		<b>14.11.06</b> Analyze the development of federal civil rights and voting rights, in terms of: key court cases and ballot initiatives: Dred Scott v. Sanford, Plessy v. Ferguson, Brown v. Board of Education, Regents of California v. Bakke, Zelman v. Ohio; key leaders: A. Philip Randolph, Martin Luther King, Malcolm X, Thurgood Marshall; Constitutional Amendments: 19th and 24th; 1965 Voting Rights Act and Fair Housing Act of 1968.
		<b>14.11.07</b> Understand the growth of the United States government since the New Deal and explain how it has affected the political process over time.

## Social Science – Goal 14

Grade 5	Grade 8	Grade 11
<b>POLITICAL SYSTEMS (STANDARD B)</b>		
4%	3%	3%
<p><b>14.5.04</b> Identify the three branches of government as outlined in the Constitution and identify their functions and relationships.</p>	<p><b>14.8.06</b> Identify the advantages and disadvantages of the system of shared powers that the federal government has with the states, as well as the basis on which the writers of the Constitution established such a system.</p>	<p><b>14.11.08</b> Compare the American form of government to other forms of government, including: monarchy, oligarchy, theocracy, autocracy, totalitarianism of the Right and Left (e.g., Fascism, Nazism, Stalinism, and Maoism).</p>
<p><b>14.5.05</b> 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).</p>	<p><b>14.8.07</b> Describe the unique responsibilities of elected and appointed officials in local, county and state government, including: mayor, city council, judges, governor, lieutenant governor, secretary of state, comptroller, treasurer, and state representatives.</p>	<p><b>14.11.09</b> Compare the responsibilities of elected and appointed local, county and state officials to those elected and appointed to the federal branches, including: U.S. Senators, Members of Congress, U.S. President and Vice-President, and Chief Justice of the Supreme Court.</p>
<p><b>14.5.06</b> Identify the structure of one’s city or town government.</p>	<p><b>14.8.08</b> Describe how a bill becomes a law in both the Illinois and U.S. legislatures.</p>	<p><b>14.11.10</b> Analyze the role of appointed federal cabinet officials and the role of the federal government as it has evolved over time in U.S. History.</p> <p><b>14.11.11</b> Understand major developments in the evolution of western political systems, including: Greek democracy, the Roman Republic, feudalism, monarchies, and the Magna Carta.</p>

## Social Science – Goal 14

Grade 5	Grade 8	Grade 11
<b>ELECTION PROCESSES AND CITIZEN RESPONSIBILITIES (STANDARD C)</b>		
3%	3%	3%
<b>14.5.07</b> Identify the rights and obligations of citizenship in a representative democracy.	<b>14.8.09</b> Identify the evolution, function and tenets of the major political parties in the U.S.	<b>14.11.12</b> Analyze the development of federal civil and voting rights for citizens in Illinois the U.S., including: the 19th & 24th amendments, the 1964 Civil Rights Act and the Voting Rights Act of 1965.
<b>14.5.08</b> Identify the ways in which one can become a U.S. Citizen.	<b>14.8.10</b> Identify the major aspects of the electoral process in the U.S., including: primaries, conventions, general elections and the Electoral College.	<b>14.11.13</b> Identify the rights and obligations of citizenship in a representative democracy, with emphasis on participation in the political process through elections, political parties and interest groups.
	<b>14.8.11</b> Define the concept of “rule of law.”	<b>14.11.14</b> Define immigration and emigration; explain the function of passports; and describe the rights and responsibilities of foreign travelers visiting in the U.S. and U.S. citizens traveling in other countries.
		<b>14.11.15</b> Identify presidential elections that were pivotal in the formation of modern political parties.

## Social Science – Goal 14

Grade 5	Grade 8	Grade 11
<b>ROLES OF INDIVIDUALS AND INTEREST GROUPS (STANDARD D)</b>		
2%	3%	3%
<b>14.5.09</b> 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.	<b>14.8.12</b> Identify how non-governmental organizations and individual citizens play a role in local, state and federal political activities and how these roles compare to those of elected government leaders.  <b>14.8.13</b> Identify the role of television, the press and other ways in which information is shared in a democracy.	<b>14.11.16</b> Identify the roles that elected officials, individuals, political parties, interest groups, the media and other non-governmental organizations play in shaping public opinion and public policy.  <b>14.11.17</b> Analyze how individuals and groups use government and non-governmental systems to affect public policy, including print & non-print media, public opinion polls and public debates.

## Social Science – Goal 14

Grade 5	Grade 8	Grade 11
<b>U.S. FOREIGN POLICY (STANDARD E)</b>		
2%	2%	3%
<p><b>14.5.10</b> 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.</p>	<p><b>14.8.14</b> 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.</p>	<p><b>14.11.18</b> Identify the earliest U.S. statesmen and describe their roles in U.S. foreign policy during and immediately after the American Revolution, including: Benjamin Franklin (e.g., in securing military aid from the French); Thomas Jefferson and John Adams (e.g., in establishing the U.S. as a nation in the eyes of France and England, respectively).</p>
<p><b>14.5.11</b> 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.).</p>	<p><b>14.8.15</b> Identify the effects of the American Revolution on the establishment of constitutional government in other nations (e.g., France).</p>	<p><b>14.11.19</b> Identify and explain the powers that the U.S. Constitution gives to the President and Congress in the area of foreign policy.</p>
<p><b>14.5.12</b> Identify the policy of Indian removal and be able to define “trail of tears” as it relates to the resettlement of the Cherokee Indians.</p>	<p><b>14.8.16</b> Identify the development of U.S. foreign policy from the American Revolution to the U.S. Civil War, including: Washington’s Farewell Address, major treaties with American Indian Nations, the Louisiana Purchase, the causes and effects of the War of 1812, the Monroe Doctrine, and the Mexican-American War.</p>	<p><b>14.11.20</b> Identify the development of U.S. foreign policy from the American Revolution to the U.S. Civil War, including: Washington’s Farewell Address, changing boundaries of the United States and relationships the country had with Mexico, Canada, and the European powers and how those relationships influenced westward expansion; the influence of the Monroe Doctrine and its role in the development of early American foreign policy; major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties; the impact of the Louisiana Purchase (e.g., how and from whom the U.S. purchased the Louisiana Territory; its impact in terms of doubling the size of the nation, the use of the elastic clause, and impact on exploratory missions; the effect of the Louisiana Purchase on relations with external powers and Native Americans); foreign relations and significant military conflicts including the War of 1812 and the Mexican-American War.</p>

## Social Science – Goal 14

Grade 5	Grade 8	Grade 11
<b>U.S. FOREIGN POLICY (STANDARD E)</b>		
2%	2%	3%
<p><b>14.5.13</b> 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).</p>	<p><b>14.8.17</b> Identify significant events in the expansion of U.S. territory after the Civil War.</p>	<p><b>14.11.21</b> Understand federal and state policy toward Native Americans before the Civil War (e.g., the role of broken treaties and massacres; the resistance of Indian nations to encroachment and assimilation; the significance of the Trail of Tears, the Black Hawk and Seminole Wars, the Treaty of Dancing Rabbit Creek, and Andrew Jackson’s defiance of the Supreme Court concerning Indian removal issues; the impact of the Indian Removal Act of 1830; the role of significant individuals during this period, including Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, John Marshall, and Sequoyah).</p>
<p><b>14.5.14</b> 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.</p>	<p><b>14.8.18</b> Understand why the U.S. became increasingly involved in the affairs of other nations in the late 19th century, including U.S. involvement in the Philippines and Cuba.</p>	<p><b>14.11.22</b> Understand U.S. foreign policy during the Civil War, including its relationship with Great Britain.</p>
<p><b>14.5.15</b> 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.</p>	<p><b>14.8.19</b> Compare isolationist policy with interventionist policy and describe the possible benefits and consequences of each (e.g., greater influence in world affairs; conflict with other nations and native peoples as a consequence of expansionism).</p>	<p><b>14.11.23</b> Understands significant events for Native American tribes after the Civil War and how they responded (e.g., changes in federal policy toward Native Americans; impact of the reservation system and land displacement; impact of new states, the Dawes Severalty Act, buffalo annihilation, and conflicts with the U.S. Army; attitudes and actions of government officials, the Army, missionaries, settlers, and the general public toward Native Americans; Native American responses to increased white settlement, mining activities, and railroad construction).</p>
<p><b>14.5.16</b> Using World War I as an illustrative example, understand why nations sign peace treaties.</p>	<p><b>14.8.20</b> Identify the significance of American entrance into World War I, including: it turned the tide of battle in favor of the allies; it broke the American policy of isolationism; it marked America’s emergence as a world power.</p>	<p><b>14.11.24</b> Understand the factors that influenced U.S. expansionism after the Civil War (e.g., the debate between pro- and anti-imperialists over the Philippines; U.S. involvement in the Philippines, Guam, Cuba, and the Panama Canal; arguments to justify expansion and opposition to expansion; rationale for American imperialism and the resulting territorial expansion, including Social Darwinism, expanding capitalism, and global balances of power).</p>

## Social Science – Goal 14

Grade 5	Grade 8	Grade 11
<b>U.S. FOREIGN POLICY (STANDARD E)</b>		
2%	2%	3%
<b>14.5.17</b> Identify Pearl Harbor as the event that prompted the U.S. to enter World War II.	<b>14.8.21</b> Identify alternate views of the Treaty of Versailles with Germany (e.g., it was a harsh treaty that angered Germany; it was a fair treaty that was not enforced by the allied powers).	<b>14.11.25</b> Identify various U.S. foreign policies in the early part of the 20th century (e.g., the U.S. role in the Panama Revolution and in the construction of the Panama Canal; the purpose and effects of the Open Door Policy; the impact of Roosevelt’s Big Stick Diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy; changes in foreign policy from isolationism to intervention; the declining role of Great Britain and expanding role of the United States in world affairs).
<b>14.5.18</b> Identify Allied and Axis powers during World War II and describe the wartime goals of each.	<b>14.8.22</b> Identify the events leading to the Japanese attack on Pearl Harbor.	<b>14.11.26</b> Understand U.S. policy of isolationism prior to World War I and the U.S. rationale for entering World War I.
<b>14.5.19</b> 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.	<b>14.8.23</b> Identify strategies of Allied and Axis powers during World War II, and understand how the Allied powers were able to win the war.	<b>14.11.27</b> Understand Woodrow Wilson’s Fourteen Points and analyze the reasons for the establishment and ultimate dissolution of the League of Nations.
<b>14.5.20</b> Identify basic foreign policy strategies of the U.S. during the Cold War, and the formation of alliances (e.g., NATO), and Warsaw Pact.	<b>14.8.24</b> Identify significant foreign policies of the U.S. during the Cold War and their effects, including: the Truman Doctrine, containment theory, the Domino Theory, and the formation of alliances (e.g., NATO).	<b>14.11.28</b> Understand the U.S. decision to enter World War II, including the events leading to the Japanese attack on Pearl Harbor.
<b>14.5.21</b> Identify areas of U.S. foreign policy involvement since the end of the Cold War era.	<b>14.8.25</b> Define and identify the significance of the following terms to the Cold War: “peaceful coexistence,” détente, containment, iron curtain, and satellite states.	<b>14.11.29</b> Understand the aftermath of World War II and the polarization of the Allied powers into Eastern and Western blocs; describe the concept of “sphere of influence” and its relationship to postwar strategies of former Allied nations.

## Social Science – Goal 14

Grade 5	Grade 8	Grade 11
<b>U.S. FOREIGN POLICY (STANDARD E)</b>		
2%	2%	3%
	<p><b>14.8.26</b> Identify significant individuals associated with the Cold War and their role during that era, including: U.S. presidents (e.g., Harry Truman, John F. Kennedy, Lyndon Johnson, Richard Nixon, and Ronald Reagan) and Communist leaders (e.g., Joseph Stalin, Nikita Khrushchev, Fidel Castro, Marshall Tito, and Mikhail Gorbachev).</p> <p><b>14.8.27</b> Understand motivation for U.S. involvement in the Middle East since the end of the Cold War era.</p>	<p><b>14.11.30</b> Understand the origins and foreign policy of the Cold War (e.g., origins of Cold War and advent of nuclear politics including nuclear weapons and the arms race; elements of communist containment policy; the impact of the Truman Doctrine and Marshall Plan in the post-World War II period; the expanding role and superpower status of the U.S. in world affairs after World War II; military conflicts in Korea, Vietnam, and the Middle East; evaluate Cold War foreign policy decisions, including the Berlin Blockade, the Bay of Pigs, and Cuban Missile Crisis; the development of alliances including NATO and SEATO; the concept of the Iron Curtain and the Domino Theory; how the policies of the Cold War changed over time).</p> <p><b>14.11.31</b> Understand some of the resources and methods available to the U.S. government in the implementation of foreign policy, including: economic aid or sanctions, military aid, humanitarian aid, treaties and military intervention.</p>

## Social Science – Goal 14

Grade 5	Grade 8	Grade 11
<b>U.S. FOREIGN POLICY (STANDARD E)</b>		
2%	2%	3%
		<p><b>14.11.32</b> Examine the influence on foreign policy exercised by business and labor organizations, interest groups, public opinion, ethnic and religious organizations.</p> <p><b>14.11.33</b> Understand the origins and geopolitical consequences of the Cold War and containment policies, including: Era of McCarthyism and instances of domestic communism in the U.S., Truman Doctrine, Berlin Blockade, Korean War, Bay of Pigs and the Cuban Missile Crisis, atomic testing in the U.S.</p> <p><b>14.11.34</b> Understand the significance of Nixon’s foreign policies with particular emphasis on the end of the Vietnam War and the establishment of relations with China.</p> <p><b>14.11.35</b> Understand the origins and effects of the oil crisis of the 1970’s within the overall context of Carter’s foreign policies.</p> <p><b>14.11.36</b> Analyze the roles played by Ronald Reagan, Margaret Thatcher and Pope John Paul II in the ending of the Cold War.</p> <p><b>14.11.37</b> Understand the development of U.S. foreign policy toward Middle Eastern nations since World War II and define U.S. strategic, political and economic interests in the region.</p>

## Social Science – Goal 14

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### Grade 5

### Grade 8

### Grade 11

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#### U.S. POLITICAL IDEAS AND TRADITIONS (STANDARD F)

3%	2%	3%
<p><b>14.5.22</b> 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 capital); demonstrate understanding of proper care and handling of the U.S. flag.</p> <p><b>14.5.23</b> 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.</p> <p><b>14.5.24</b> Identify the significance of major U.S. holidays, including: Independence Day, President’s Day, Veteran’s Day, Memorial Day, and Martin Luther King Day.</p>	<p><b>14.8.28</b> Analyze historic and contemporary arguments for expanding or limiting rights outlined in the Bill of Rights, including: freedom of speech, the right to bear arms and voting rights.</p> <p><b>14.8.29</b> Analyze significant works of American letters for their historical, literary and political import, including: the Declaration of Independence, the U.S. Constitution, Lincoln’s Gettysburg Address, Kennedy’s inaugural speech, and Martin Luther King’s “I Have A Dream” speech.</p>	<p><b>14.11.38</b> Identify the roots of American representative democracy in earlier political traditions, including: the principles of democracy developed by Ancient Greeks, the Roman Republic, the concept of courts and justice from Henry II in England, the Magna Carta, the English Bill of Rights, and the Mayflower Compact.</p> <p><b>14.11.39</b> Identify the roots of American representative democracy in the works of Enlightenment thinkers, including Hobbes, Locke and Montesquieu.</p> <p><b>14.11.40</b> Analyze significant works of American letters for their historical, literary and political import, including: the Declaration of Independence, Virginia Statute of Religious Freedom, U.S. Constitution, Federalist Papers, Washington’s Farewell Address, Jefferson’s First Inaugural Address, de Tocqueville’s Democracy in America, Lincoln’s Gettysburg Address, Lincoln’s Second Inaugural Address, Roosevelt’s “Four Freedoms,” Kennedy’s Inaugural Speech, Martin Luther King’s “I Have A Dream,” and Ronald Reagan’s speech at Moscow State University.</p>

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## Social Science – Goal 14

Grade 5	Grade 8	Grade 11
<b>ILLINOIS POLITICAL SYSTEMS (EMBEDDED IN STANDARDS A–D, F)</b>		
4%	2%	2%
<b>14.5.25</b> Identify roles and functions of Illinois state and local governments.	<b>14.8.30</b> Identify how individuals can change Illinois laws and policies for the public good.	<b>14.11.41</b> Understand and analyze how Illinois government serves the purposes of the public good for which it was created.
<b>14.5.26</b> Identify the rights of Illinois citizens.	<b>14.8.31</b> Identify how a bill becomes a law in Illinois.	<b>14.11.42</b> Identify the rights and responsibilities of citizens and voters in Illinois.
<b>14.5.27</b> Identify how individuals can change Illinois government policies.		<b>14.11.43</b> Understand major changes in Illinois political ideas and practices from 1818 to the 21st century.

## Social Science – Goal 15

Grade 5	Grade 8	Grade 11
<b>ECONOMIC SYSTEMS (STANDARD A)</b>		
3%	3%	3%
<b>15.5.01</b> Identify the functioning of a free market economy in which producers make the goods and services that consumers want.	<b>15.8.01</b> Compare different economic systems, including: command, market, traditional and mixed.	<b>15.11.01</b> Analyze the relationship between productivity and wages.
<b>15.5.02</b> Define unemployment.	<b>15.8.02</b> Identify the causes of unemployment, including seasonal fluctuation of demand, changing jobs, changing skill requirements, and national spending.	<b>15.11.02</b> Define GDP, GNP, CPI, economic growth, recession, and depression.
<b>15.5.03</b> Identify the differences between an industrial and an agricultural economy.	<b>15.8.03</b> Define inflation and deflation.	<b>15.11.03</b> Define and analyze the effects of inflation, deflation, and unemployment on the economy.
<b>15.5.04</b> Define free enterprise; understand that markets exist wherever buyers and sellers exchange goods and services.	<b>15.8.04</b> Define advertising and describe the ways in which producers market goods and services.	<b>15.11.04</b> Identify the ways in which the availability of jobs may be dependent on the supply of natural resources.
<b>15.5.05</b> Define specialization; understand why people specialize in different trades.		<b>15.11.05</b> Identify how a market economy answers the following questions: What to produce? How to produce? For whom to produce?
		<b>15.11.06</b> Understand the influence of individual entrepreneurs and groups, such as industrialists and labor unions, that have shaped U.S. economic institutions during the 20th century.

## Social Science – Goal 15

Grade 5	Grade 8	Grade 11
<b>SCARCITY AND CONSUMERS (STANDARD B)</b>		
3%	3%	3%
<b>15.5.06</b> Understand that consumers make choices in an environment of limited resources and understand why people are both consumers and producers.	<b>15.8.05</b> Identify the impact of competition on prices.	<b>15.11.07</b> Understand how the change in price of one good or service can lead to changes in prices of other goods and services in a market economy.
<b>15.5.07</b> Define the concept of supply and demand and describe how changes in supply and demand affect prices of specific products.	<b>15.8.06</b> Identify the costs and benefits of personal spending, saving, investing, and credit choices.	<b>15.11.08</b> Identify how prices help allocate scarce goods and services in a market economy.
<b>15.5.08</b> Identify the impact of changes in the quantity of goods/services purchased (demand) on their price.	<b>15.8.07</b> Identify the “market clearing price” of a good or service.	<b>15.11.09</b> Identify how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits.
<b>15.5.09</b> Identify the impact of changes in the price of goods/services on the quantity purchased (demand).		<b>15.11.10</b> Identify how people or communities weigh costs and benefits of alternatives when making a choice and that opportunity costs are those benefits that are given up when a choice is made.

## Social Science – Goal 15

Grade 5	Grade 8	Grade 11
<b>SCARCITY AND PRODUCERS (STANDARD C)</b>		
3%	3%	3%
<b>15.5.10</b> Identify the productive resources (human, natural and capital) used in the production of good and services.	<b>15.8.08</b> Analyze the effect of current events on the availability of resources.	<b>15.11.11</b> Understand the characteristics that distinguish perfect competition, monopolistic competition, oligopoly and monopoly.
<b>15.5.11</b> Identify the choices made by producers when productive resources are scarce.	<b>15.8.09</b> Identify the effect of labor costs on productivity.	<b>15.11.12</b> Evaluate the importance of private ownership of productive resources in a market economy.
<b>15.5.12</b> Define what economists mean by “productivity.”	<b>15.8.10</b> Understand how competition among sellers lowers costs and prices, and encourages producers to produce more.	<b>15.11.13</b> Define the concept of specialization and comparative advantage and describe their effects on productivity.
<b>15.5.13</b> Understand the impact of changes in the quantity of goods/services supplied (supply) on its price.		<b>15.11.14</b> Distinguish between absolute and comparative advantage and explain how most trade occurs because of comparative advantage in the production of a particular good or service.
<b>15.5.14</b> Understand the impact of changes in price of a good/service on the quantity supplied (supply).		
<b>15.5.15</b> Identify how entrepreneurs take risks in order to produce goods or services and make a return on an investment.		

## Social Science – Goal 15

Grade 5	Grade 8	Grade 11
<b>TRADE (STANDARD D)</b>		
3%	4%	4%
<b>15.5.16</b> Understand the concept of barter and other exchanges that individuals make with and without money.	<b>15.8.11</b> Define and give an example of a cost/benefit analysis.	<b>15.11.15</b> Analyze the impact on consumers and producers of government regulation and intervention in the marketplace.
	<b>15.8.12</b> Identify the ways in which currency makes trade easier.	<b>15.11.16</b> Define balance of trade, trade deficit, and trade surplus.
	<b>15.8.13</b> Define imports and exports.	<b>15.11.17</b> Identify the effect of currency exchange rates and their fluctuations on international trade.
	<b>15.8.14</b> Define transaction costs.	<b>15.11.18</b> Identify how financial markets, such as the stock market, channel funds from savers to investors.
		<b>15.11.19</b> Understand business cycles.

## Social Science – Goal 15

Grade 5	Grade 8	Grade 11
<b>GOVERNMENT AND THE ECONOMY (STANDARD E)</b>		
3%	4%	4%
<b>15.5.17</b> Identify government policies that protect property rights, enforce contracts, and discourage/encourage competition.	<b>15.8.15</b> Identify government policies that constrain/protect property rights, enforce contracts, and discourage/encourage competition.	<b>15.11.20</b> Identify the role of the Federal Reserve and the effect of interest rates on business investment spending and productivity.
<b>15.5.18</b> 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).	<b>15.8.16</b> Understand how laws and government policies establish rules that help a market economy function efficiently, including property rights, contract enforcement, and standard weights and measures.	<b>15.11.21</b> Identify an example of when the US government has intervened in the market economy, and provide reasons for that intervention.
<b>15.5.19</b> Identify governments as the providers of public goods and services (e.g., schools, roads, and fire protection).	<b>15.8.17</b> Identify governments as the providers of public goods and services.	<b>15.11.22</b> Distinguish between public goods and services and private goods and services.
<b>15.5.20</b> Know that governments establish and collect taxes in order to provide services.	<b>15.8.18</b> Define and describe the differences among income tax, sales tax and property tax.	<b>15.11.23</b> Define proportional, progressive and regressive taxes and evaluate the efficiency of each kind of tax.
<b>15.5.21</b> Know that governments establish and use budgets.	<b>15.8.19</b> Define a balanced budget.	<b>15.11.24</b> Define a government “bailout.”
<b>15.5.22</b> Know that governments is responsible for establish monetary systems (e.g., coinage and currency).	<b>15.8.20</b> Identify the social and environmental benefits and consequences of a particular example of production or consumption.	<b>15.11.25</b> Identify how government intervention with market prices can cause shortages or surpluses of a good or service, including minimum wage policies, rent freezes, and farm subsidies
		<b>15.11.26</b> Understand the economic changes that led to or resulted from turning points in world economic history after 500 A.D., including: feudalism, the agricultural revolution, industrial revolution, capitalism, and the rise of information technology.
		<b>15.11.27</b> Understand the establishment of the United Nations, International Monetary Fund, World Bank, GATT and their role in shaping and maintaining international economies and order since World War II.
		<b>15.11.28</b> Understand the significance of watershed U.S. economic policies, including: the gold standard, minimum wage legislation, federal banking system, and NAFTA.

## Social Science – Goal 15

Grade 5	Grade 8	Grade 11
<b>GOVERNMENT AND THE ECONOMY (STANDARD E)</b>		
3%	4%	4%
		<b>15.11.29</b> Understand the growth and development of industrial capitalism as the dominant economic model for the world.
		<b>15.11.30</b> Analyze the ways in which significant historical events and innovations have influenced the development of the U.S. economic system, including: the abolition of slavery, the railroad, industrialization, anti-trust regulation, immigration, automobile/production line, the rise of labor unions, the Great Depression, space travel, the computer, and the rise of information technology.
		<b>15.11.31</b> Assess the role of the federal government in shaping the U.S. economic system throughout its history.

## Social Science – Goal 15

Grade 5	Grade 8	Grade 11
<b>ILLINOIS ECONOMIC SYSTEMS (EMBEDDED IN STANDARDS A–E)</b>		
3%	2%	1%
<b>15.5.23</b> Understand how the law of supply and demand affects prices for Illinois industrial and agricultural products.	<b>15.8.21</b> Understand how prices indicate to Illinois producers how much to produce.	<b>15.11.32</b> Identify or explain how prices can affect Illinois corn, auto, and technology sales.
<b>15.5.24</b> Identify goods and services produced in Illinois.	<b>15.8.22</b> Identify Illinois exports and imports.	<b>15.11.33</b> Identify the costs of purchasing on credit in Illinois.
<b>15.5.25</b> Identify division of labor and interdependence in the Illinois economy.	<b>15.8.23</b> Identify the effects of weather and war on consumer prices in Illinois.	<b>15.11.34</b> Identify or explain the effects of choice and competition on the Illinois economy.
<b>15.5.26</b> Understand how decisions about education and careers reflect incomes in Illinois.	<b>15.8.24</b> Identify Illinois economic strengths in terms of locations, resources, labor force, and education level.	<b>15.11.35</b> Identify and explain how taxes, contracts, and laws can support economic growth in Illinois.
		<b>15.11.36</b> Analyze Illinois' level of scientific and technological resources in relation to its balance of trade.

## Social Science – Goal 16

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### Grade 5

### Grade 8

### Grade 11

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#### **HISTORICAL ANALYSIS AND INTERPRETATION (STANDARD A) (REFER TO ITEM THINKING SCALE FOR PERCENTAGE DISTRIBUTIONS)**

**16.5.01** 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.

**16.5.02** Identify primary sources.

**16.5.03** Interpret tables, charts and graphs that represent simple historical, social, political, geographic and economic data.

**16.5.04** Understand “point of view;” distinguish fact from opinion in historical narratives.

**16.8.01** Identify multiple causes and effects when analyzing historical events.

**16.8.02** Identify the differences between primary and secondary sources.

**16.8.03** Use visual and literary sources, including: a) photographs, paintings, cartoons, and architectural drawings and b) novels, bibliographies, poetry, and plays to clarify, illustrate, or elaborate upon information presented in historical narratives or arguments.

**16.8.04** Recognize the differences between two interpretations/points of view of a single historical event and differentiate between unsupported expressions of opinion and informed hypotheses grounded in historical evidence and reasoning.

**16.11.01** Make connections between historical and current events; verify with supporting details/facts.

**16.11.02** Evaluate the credibility of primary and secondary resources.

**16.11.03** Interpret historical models or quantitative data in charts, tables, graphs, and diagrams as evidence to assist in identifying historical patterns and developing interpretations.

**16.11.04** Compare historical arguments, adjudicating between conflicting interpretations of historical events by evaluating the credibility and effectiveness of a historian’s argument, including the quality of evidence cited.

**16.11.05** Identify the reasons why historians working in different time periods can arrive at different conclusions about the same event.

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## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>U.S. HISTORY (STANDARDS B–D)</b>		
40%	29%	24%
<p><b>16.5.05</b> 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.</p>	<p><b>16.8.05</b> Identify the development and institutionalization of African slavery and its relationship to the development of and institutionalism of U.S. slavery.</p>	<p><b>16.11.06</b> Understand elements of African slavery during the colonial period in North America (e.g., the introduction and institutionalization of slavery in the colonies; responses of slaves to their condition; African slave culture, including food, shelter, recreation, and education; the impact of slavery on colonial life, including the slave trade, the Middle Passage, and the Southern Plantation system; how slavery reshaped European and African life in the Americas).</p>
<p><b>16.5.06</b> 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).</p>	<p><b>16.8.06</b> Identify reasons why settlers founded the thirteen original colonies, including: John Smith and the settlement of Virginia for economic purposes; the Pilgrims and Puritans and their quest for political and religious freedom in Massachusetts; Roger Williams and his quest for religious freedom in Rhode Island; the Dutch settlement of New Amsterdam (later New York) for economic purposes; William Penn, Quakerism, and the settlement of Pennsylvania and Delaware.</p>	<p><b>16.11.07</b> Understand the importance of the establishment of political and social institutions in the American colonies, in a new context (i.e., separated from European rank, state, and religious hierarchies).</p>
<p><b>16.5.07</b> Identify the similarities and differences in the political, economic, and social characteristics of life in the colonies vs. life in Europe (e.g., England).</p>	<p><b>16.8.07</b> Identify how the availability of land in the American colonies (and distance from Britain) allowed for the development of a middle class, and devotion of time to politics.</p>	<p><b>16.11.08</b> Understand the importance of indentured status (e.g., that it resulted in land and/or money at the end of service and its relationship to ongoing immigration and individuals' economic independence).</p>
<p><b>16.5.08</b> Identify competing nations and their interests in North America before the American Revolution.</p>	<p><b>16.8.08</b> Identify the pre-revolutionary conflicts that solidified English power in North America (e.g., the conflict between the English and Dutch over New Amsterdam/New York, the French and Indian Wars, and King Philip's War).</p>	<p><b>16.11.09</b> Understand interactions among Native Americans and various settlers in the North American colonies (e.g., cooperation and exchange in terms of agriculture, the fur trade, military alliances, and cultural interchange between settlers and Native tribes; conflicts, including the King Philip's War, the Pequot War, and the Powhatan Wars; rival alliances among the Huron and French and the British and Iroquois; the impact of European settlement from the perspective of Europeans and Native societies).</p>

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>U.S. HISTORY (STANDARDS B–D)</b>		
40%	29%	24%
<b>16.5.09</b> Identify the causes of the American Revolution, including: resistance to imperial policy, the Stamp Act, and taxes on tea.	<b>16.8.09</b> Identify the practice of mercantilism and its impact on the relationship between European powers and the relationship between the American Colonies and England preceding the American Revolution.	<b>16.11.10</b> Understand characteristics of conflicts among colonists and between the English colonies and other European powers in the early settlement period (e.g., causes and effects of the Seven Years War; characteristics of class conflict, rural versus settled, and home rule versus colonial rule in the colonies; economic, ideological, religious, and nationalist forces that influenced competition among the English, French, Spanish, Dutch, and Native Americans for control of North America).
<b>16.5.10</b> Identify the significance of the First and Second Continental Congresses and the Committee of Correspondence.	<b>16.8.10</b> Identify how the divergent political, religious and economic interests of American colonists gave rise to the American Revolution.	<b>16.11.11</b> Identify the influence of Enlightenment ideas on the development of colonial society (e.g., impact of Enlightenment on the rise of democratic ideas and the founding of the nation; role of Enlightenment in the development of colonial intellectual and religious thought).
<b>16.5.11</b> 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 Adams.	<b>16.8.11</b> Identify the principal arguments for separation from England as set forth in the Declaration of Independence.	<b>16.11.12</b> Identify and describe the ideas and events that contributed to the outbreak of the American Revolution and the earliest armed conflict of the Revolutionary War (e.g., British policies, including the Stamp Act, Writs of Assistance, Intolerable Acts, and “taxation without representation”; colonial reactions to British policy, including the Boston Massacre, Boston Tea Party, and Sons of Liberty; efforts of groups to mobilize support for independence from England; the battles of Lexington and Concord; significance of the first and second Continental Congress and the Committees of Correspondence).

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>U.S. HISTORY (STANDARDS B–D)</b>		
40%	29%	24%
<b>16.5.12</b> Define “confederation” and explain that the states formed a confederation during the American Revolution under the Articles of Confederation.	<b>16.8.12</b> Understand the major course and consequences of the American Revolution, including: the roles of American and British leaders such as George Washington; the roles of Native American leaders and their alliances on both sides; the Battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown; winter at Valley Forge and George Washington's crossing of the Delaware; the Treaty of Paris.	<b>16.11.13</b> Understand the major developments and chronology of the Revolutionary War and the roles of its political, military, and diplomatic leaders (e.g., roles of American and British leaders and Indian alliances on both sides; major turning points of the war including aid from France; key battles, military turning points, and strategic decisions in the Revolutionary War including those made at Saratoga; the Treaty of Paris; the impact of the war on the home front; significant individuals such as King George III, George Washington, Thomas Jefferson, Patrick Henry, John Adams, and Benjamin Franklin; factors that led to the American victory in the Revolutionary War).

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>U.S. HISTORY (STANDARDS B–D)</b>		
40%	29%	24%
<p><b>16.5.13</b> 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 from the Convention.</p>	<p><b>16.8.13</b> Understand the reasons for the adoption of the Articles of Confederation and understand its shortcomings and consequences (e.g., Shay’s Rebellion, lack of authority of Congress, lack of coordination among states, no control over printing of paper money).</p>	<p><b>16.11.14</b> Understand the national government under the Articles of Confederation (e.g., the success of the Articles of Confederation in implementing the ideals of the Declaration of Independence; the ideas of the Articles of the Confederation; factors that contributed to the failure of the Articles such as individual currencies, inability to tax, and unwillingness to help the Continental Army).</p>
<p><b>16.5.14</b> Identify the first and second presidencies and identify the establishment of the national capitol in Washington, D.C.</p>	<p><b>16.8.14</b> Identify the people, debates, events, and documents associated with the drafting and ratification of the Constitution, including: Alexander Hamilton, John Jay, James Madison, and George Mason; The Federalist Papers; the ways in which slavery had divided the colonies following the Revolution, its effect on the Revolutionary War and the impact of the 3/5 Compromise at the Constitutional Convention.</p>	<p><b>16.11.15</b> Understands the events and outcomes of the Constitutional Convention (e.g., debates of the Convention and how they were resolved; participants and the role of compromise in the creation of the United States Constitution, including the Virginia Plan, the New Jersey Plan, Great Compromise, and the Three-Fifths Compromise; the role of the Constitutional Convention in forming a new government; creation of new Constitution of 1787 and struggles over ratification).</p>
<p><b>16.5.15</b> Identify the basic facts and implications of the Louisiana Purchase.</p>	<p><b>16.8.15</b> Identify the major challenges facing the early government of the United States (e.g., domestic and foreign affairs of the new Congress and the first four presidents; precedents established by George Washington including the cabinet and two terms as president; economic development, trade, tariffs, taxation, and trends in the national debt; the physical landscape and political divisions during the terms of the first four presidents).</p>	<p><b>16.11.16</b> Identify the policy significance of famous speeches of the new nation, including: Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, and John Quincy Adams’ Fourth of July 1821 Address.</p>
<p><b>16.5.16</b> 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.</p>	<p><b>16.8.16</b> Examine the presidency of Thomas Jefferson and understand the impact of the Louisiana Purchase.</p>	<p><b>16.11.17</b> Understand the impact of land policies of the new nation (e.g., the significance of the Northwest Ordinance of 1787; how land policies impacted Native American tribes; land ordinances of 1785 and 1787 that privatized natural resources and transferred federally owned lands into private holdings, townships, and states).</p>

## Social Science – Goal 16

### Grade 5

#### U.S. HISTORY (STANDARDS B–D)

40%

**16.5.17** 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.”

**16.5.18** Identify the presidency of Andrew Jackson and identify “spoils system,” “kitchen cabinet,” and “common man.”

**16.5.19** 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.

**16.5.20** Identify early western migration from the perspective of settlers and Native Americans.

### Grade 8

29%

**16.8.17** Identify the significance of the following people and events related to the War of 1812: President James Madison and Dolly Madison, the British impressment of American sailors, the idea of “freedom of the seas,” the burning of the White House by the British, the story of Fort McHenry, Francis Scott Key, and the writing of “The Star Spangled Banner.”

**16.8.18** Identify the successes and failures of policy and reform during the Age of Jacksonian Democracy, including: the “spoils system,” the kitchen cabinet,” greater political involvement for all people, policy of Indian removal, excessive printing of money leading to the depression of the 1830s).

**16.8.19** Understand the meaning and implications of the Monroe Doctrine and Manifest Destiny and identify significant events associated with the concept, including the Texas independence movement and the Mexican-American War.

**16.8.20** Identify elements of early western migration (e.g., experiences and routes of settlers on overland trails; reasons for and destinations of major westward migrations, including those to Oregon, California, and Mormon settlements; impact of western expansion on American Indian nations).

### Grade 11

24%

**16.11.18** Understand political and social changes associated with the administration of Andrew Jackson (e.g., examples of Jacksonian democracy including the “spoils system,” Jackson’s interest in providing the “common man” with opportunities to serve in the government, the expansion of suffrage, opposition to the Bank of the United States, the Nullification Crisis, and the depression of the 1830s).

**16.11.19** Understand physical changes resulting from the territorial expansion of the United States before the Civil War (e.g., how and from whom the U.S. acquired Florida, Texas, Oregon, California, the Northwest Territory, the Louisiana Territory, and the Gadsden Purchase; the locations of states and territories in 1850 and their mountain ranges and principal rivers; the role of the concept of Manifest Destiny in westward expansion).

**16.11.20** Understand the significance of exploratory missions of the trans-Mississippi West before the Civil War (e.g., how geography and economic incentives influenced early American explorations; characteristics and contributions of early exploratory missions of Lewis and Clark, Zebulon Pike, and John Fremont).

**16.11.21** Understand the causes and identify the impact of the War of 1812 (e.g., political and economic causes of the war; political interests and views regarding the war; the role of the War Hawks; the burning of Washington D.C.; significant leaders and battles, including Ft. McHenry, the Battle of Horseshoe Bend, and the Battle of New Orleans; political causes and effects of the war including relationships with Native Americans; economic elements including the Embargo Act and economic depression; events that led to a final peace).

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>U.S. HISTORY (STANDARDS B–D)</b>		
40%	29%	24%
<p><b>16.5.21</b> 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).</p> <p><b>16.5.22</b> Define “abolition” and identify the contributions of individuals and groups associated with the abolitionist movement, including: Frederick Douglas, John Brown, and Harriet Tubman; describe the Fugitive Slave Act of 1850 and explain the purpose of the Underground Railroad.</p>	<p><b>16.8.21</b> Identify the abolition movement, the importance of the invention of the cotton gin in perpetuating the practice of slavery, and identify the people and events associated with abolitionism, including: the Missouri Compromise, the 1857 Dred Scott v. Sanford decision, the Lincoln-Douglas Debates, John Brown, Frederick Douglas, William Lloyd Garrison, Harriet Tubman, and Theodore Weld.</p> <p><b>16.8.22</b> Examine the politics of the U.S. Congress during the period of crisis and compromise in the years leading up to the Civil War, including: abolitionists (e.g., William Lloyd Garrison, Frederick Douglass, and John Brown); the controversy over whether to allow slavery in territories and new states as illustrated by the Missouri Compromise, the Kansas-Nebraska Act, and the Dred Scott Supreme Court Decision; the Lincoln-Douglas debates; Abraham Lincoln’s statement “A house divided against itself cannot stand.”</p>	

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>U.S. HISTORY (STANDARDS B–D)</b>		
40%	29%	24%
<p><b>16.5.23</b> 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).</p>	<p><b>16.8.23</b> Identify economic, social and political causes of the U.S. Civil War, including: conflicting interpretations of state and federal authority; geographical and economic differences (between the North and South and between agrarians and industrialists).</p>	<p><b>16.11.22</b> Understand the causes and long-term effects of the Mexican-American War (e.g., the impact of the concept of Manifest Destiny on the war; land acquisition through treaties associated with the war; the role of the Mexican-American War in sectional division of the nation; the territorial settlements, the aftermath of the war, and the effect of the war on Americans).</p>
<p><b>16.5.24</b> 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.</p>	<p><b>16.8.24</b> Understand the major political developments of the Civil War, including: the First Battle of Bull Run and the Battles of Antietam, Gettysburg, Vicksburg, and the Wilderness; the battle between the Monitor and the Merrimac (Virginia); the roles of Ulysses S. Grant, Robert E. Lee, and Jefferson Davis; the Emancipation Proclamation; the Gettysburg Address; the appointment of an African-American regiment under Robert Gould Shaw; Sherman’s march to the sea; excerpts from Abraham Lincoln’s Second Inaugural Address (“With malice toward none, with charity for all”); the surrender at Appomattox Court House; the assassination of Abraham Lincoln by John Wilkes Booth.</p>	<p><b>16.11.23</b> Identify women’s rights and suffrage movements in antebellum America (e.g., the Seneca Falls “Declaration of Sentiments” of 1848; biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, and Susan B. Anthony; the importance of the cult of domesticity).</p>
<p><b>16.5.25</b> 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.</p>	<p><b>16.8.25</b> Understand the impact of Civil War strategies, including: the inclusion of African Americans in the ranks of the Union Army; the blockade of the South, W.T. Sherman’s March to the Sea and Ulysses S. Grant’s Strategy of Attrition.</p>	<p><b>16.11.24</b> Understand the major characteristics of the abolition movement in the antebellum period (e.g., the struggle between proponents and opponents of slavery and the institution of slavery; leaders of the abolition movement, including Frederick Douglass, Harriet Beecher Stowe, and the Grimké Sisters; the role of Quakers in the abolition movement; the importance of Harriet Tubman and the Underground Railroad).</p>

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>U.S. HISTORY (STANDARDS B–D)</b>		
40%	29%	24%
<p><b>16.5.26</b> Identify Civil War events from the point of view of northern and southern troops, leaders, and civilians.</p>	<p><b>16.8.26</b> Understand the effects of Reconstruction, including: Freedman’s Bureau, Jim Crow laws, rise of the Ku Klux Klan and addition of the 13th, 14th and 15th amendments to the Constitution.</p>	<p><b>16.11.25</b> Understand the economic, social, and cultural differences between the North and South in the antebellum period (e.g., the advantages and disadvantages of economic systems in the North and South in terms of labor force, industry, agriculture, and geography; development of an agrarian economy in the South; locations of cotton-producing states of the South; differences between agrarians and industrialists).</p>
<p><b>16.5.27</b> Define “Reconstruction” and describe the consequences of Abraham Lincoln’s assassination for the reconstruction of the southern states after the Civil War.</p>	<p><b>16.8.27</b> Identify the economic development of the United States and its emergence as an industrial power including gains in trade and advantages in physical geography.</p>	
<p><b>16.5.28</b> Identify the end of the American West as illustrated by the relocation of Native Americans to reservations, Crazy Horse, Sitting Bull, and Custer’s Last Stand; the Ghost Dance, the battle of Wounded Knee, “Buffalo Soldiers,” and the Bureau of Indian Affairs.</p>	<p><b>16.8.28</b> Understand influences on the development of the American West (e.g., the struggle over water rights; interaction among Native Americans, ranchers, miners, and explorers; availability of cheap land and transportation in the West; the role of railroads in the loss of Native American lands and buffalo annihilation; monopolies and trade with the East; the development of resources through mining, ranching, and agriculture and resulting population and economic patterns; reasons people settled in the West).</p>	

## Social Science – Goal 16

### Grade 5

### Grade 8

### Grade 11

#### U.S. HISTORY (STANDARDS B–D)

40%	29%	24%
<p><b>16.5.29</b> Identify railroads, population growth, and natural resources as factors that helped the United States economy to grow faster than that of any other country in the late 19th century; describe conditions in America’s farmlands and cities during the growth of the industrial age.</p>	<p><b>16.8.29</b> Understand the causes and impact of urbanization in the late 19th century (e.g., the movement from farm to city; the role of industry and trade in the growth of cities along racial, ethnic, and class lines; the role of urban political machines; the rise in immigrant and child labor and labor conflict; the development of urban-ethnic neighborhoods, education, and social reform).</p>	<p><b>16.11.26</b> Understand events leading to secession prior to the Civil War (e.g., the election of Abraham Lincoln in 1860, Lincoln’s inaugural address and the Lincoln-Douglas debates; the importance of views on slavery; the Democratic Party split; constitutional issues posed by nullification and secession; the federal response to secession; the formation of the Confederacy; the significance of Fort Sumter).</p>
<p><b>16.5.30</b> Identify the contributions and impact of notable industrialists to the growth of American business during the industrial age, including: Andrew Carnegie, Cornelius Vanderbilt, and John D. Rockefeller.</p>	<p><b>16.8.30</b> Understand the influences on business and industry in the late 19th and early 20th century (e.g., how states and federal government encouraged business expansion; entrepreneurs, industrialists, and bankers in politics, commerce, and industry, including Andrew Carnegie, J.P. Morgan, and John D. Rockefeller).</p>	<p><b>16.11.27</b> Understand the technological, social, and strategic aspects of the Civil War (e.g., major battles and turning points of the war; life on the battlefield; unique nature of Civil War in terms of casualty levels and type of warfare; geographic advantages and obstacles; technological advances of the war; military and political leaders, including Robert E. Lee, Jefferson Davis, and Ulysses S. Grant; military resources of the Union and the Confederacy; the threat of foreign intervention; the military defeat of the Confederacy including Lee’s surrender at Appomattox).</p>
<p><b>16.5.31</b> Identify life in the North and South in the late 19th century from the point of view of an African American.</p>	<p><b>16.8.31</b> Understand the experiences of African Americans in the North and South in the late 19th century (e.g., the rise of the Ku Klux Klan and development of Jim Crow laws after Reconstruction; the impact of Jim Crow laws on rights and freedom).</p>	<p><b>16.11.28</b> Understand the influence of Abraham Lincoln’s ideas on the Civil War (e.g., the purpose and effect of the Emancipation Proclamation, the significance of the Gettysburg Address).</p>
<p><b>16.5.32</b> Identify the reasons why many people came to America in the late 19th century (e.g., to find freedom and to seek a better life) and describe the discrimination, hardships, and new opportunities faced by many; explain the meaning of America as a “land of opportunity;” know the meaning of e pluribus unum (“out of many, one”).</p>	<p><b>16.8.32</b> Understand the challenges and contributions of immigrants of the late 19th century (e.g., ethnic conflicts and discrimination associated with immigration; restrictions on immigration and the ways in which different immigrant groups assimilated with and contributed to American culture).</p>	<p><b>16.11.29</b> Understand the impact of the Civil War on different groups (e.g., the impact of the war on combatants, civilians, the physical environment, and the home front; experiences of soldiers on both sides of the war including African American soldiers and regiments).</p>

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>U.S. HISTORY (STANDARDS B–D)</b>		
40%	29%	24%
<p><b>16.5.33</b> Identify the basic causes and consequences of the Spanish American War, including: the sinking of the U.S. battleship Maine, sensational U.S. newspaper stories; the acquisition of new territories in the Caribbean and Pacific; the growing importance of the U.S. as a world leader.</p>	<p><b>16.8.33</b> Identify significant individuals, groups, and events of the Spanish-American War, including: “yellow journalism,” Theodore Roosevelt and Jack Pershing, the role of the Rough Riders, Admiral Dewey, the 9th and 10th Cavalries, and the Battle of Manila Bay.</p>	<p><b>16.11.30</b> Understand different Reconstruction plans and how they influenced the South (e.g., plans advocated by President Lincoln, Congressional leaders, and President Johnson; features of Reconstruction, including Southern Military Districts, carpetbaggers, scalawags, and organized resistance groups; the effect of Reconstruction on the social structure of different regions; why various Reconstruction plans succeeded and failed; changes in different regions during Reconstruction; the significance of Abraham Lincoln’s assassination and the election of Ulysses S. Grant during this period; the Compromise of 1877 and the end of Reconstruction).</p>
<p><b>16.5.34</b> Identify the Progressive movement and the ways in which it sought to reform American society.</p>	<p><b>16.8.34</b> Understand efforts to achieve women’s suffrage in the early 20th century (e.g., accomplishments of the women’s rights movement from Elizabeth Cady Stanton and Susan B. Anthony to the present; passage of the 19th amendment).</p>	<p><b>16.11.31</b> Understand the impact of industrialization on the United States economy (e.g., expansion of international markets associated with industrialization; transition from an agrarian society to industrial nation).</p>
<p><b>16.5.35</b> Identify the causes of World War I and the reasons for U.S. entry into the conflict; briefly describe the conflict, the terms of the Treaty of Versailles, and the League of Nations.</p>	<p><b>16.8.35</b> Understand origins and accomplishments of the Progressive movement (e.g., the role of muckraking literature in exposing problems of urban industrial society; the impact of progressive reforms, including national income tax, direct election of Senators, prohibition).</p>	<p><b>16.11.32</b> Identify the economic, geographic, political, social, and cultural impetus for movement to the western frontier and describe the role of the natural environment during the exploration and settlement of the American West; identify the phrase “the end of the frontier” and explain how this describes American life in the early 20th century.</p>
<p><b>16.5.36</b> Identify events related to the Stock Market Crash of 1929 and the Great Depression, including: the failure of banks, unemployment, and the loss of farms due to the economy and disastrous drought.</p>	<p><b>16.8.36</b> Identify the causes of World War I and the reasons for U.S. entry into the conflict; briefly describe the conflict, the terms of the Treaty of Versailles, and the League of Nations.</p>	<p><b>16.11.33</b> Understand the impact of urbanization, renewed immigration, industrialization on the social fabric of cities, wealth and economic opportunity, and the conservation movement.</p>
<p><b>16.5.37</b> Identify the purpose and major features of the New Deal, including: the creation of jobs to ease unemployment, public works projects, and Social Security.</p>	<p><b>16.8.37</b> Identify the causes and effects of the Stock Market Crash of 1929 and the Great Depression, including: overproduction, overspeculation, and over-borrowing; the closure of banks, foreclosure of property, closure of businesses, vast unemployment, and the loss of farms due to economic collapse and drought.</p>	

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>U.S. HISTORY (STANDARDS B–D)</b>		
40%	29%	24%
<b>16.5.38</b> Identify the causes, course, and effects of World War II, including: the rise of totalitarian governments in Germany, Italy, and Japan; the bombing of Pearl Harbor, the battles of Normandy and Stalingrad, the dropping of the atomic bombs on Japan.	<b>16.8.38</b> Understand the impact of the New Deal on various elements of American society [e.g., recovery programs (e.g., the Works Progress Administration, Social Security, and farm programs) and energy development projects (e.g., the Tennessee Valley Authority)].	<b>16.11.34</b> Understand the role of ideologies of business including Social Darwinism and the Gospel of Wealth; influences of limited competition and business organizations; development and impact of monopolies, corporate mergers, trusts, and cartels; the concept of laissez-faire economics; the concept of the “American Dream” from different perspectives; introduction of mass production techniques).
<b>16.5.39</b> Identify the Holocaust and the Allies' response to the Holocaust and war crimes.	<b>16.8.39</b> Understand significant events of World War II, including: major battles at Midway, Normandy, Stalingrad, Kursk, Iwo Jima, Okinawa, and the Battle of the Bulge; key political leaders of the Allies and Axis powers, including: Franklin D. Roosevelt, Winston Churchill, Adolf Hitler, and Joseph Stalin; the human cost of the war; the decision to drop the atomic bombs.	<b>16.11.35</b> Identify changes in political and economic positions of African Americans in the North and South including the impact of Black Codes and sharecropping; the survival of African American cultural structures in the “New South”).
<b>16.5.40</b> Identify the impact of World War II on civilians, including: women, African Americans, and Japanese Americans.	<b>16.8.40</b> Identify the Holocaust and the Allies' response to the Holocaust and war crimes.	<b>16.11.36</b> Identify patterns and trend associated with immigration after the Civil War (e.g., new sources of large-scale immigration; ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; the new wave of nativism; patterns of migration and immigration after 1870; the building of cities and the new economy).

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>U.S. HISTORY (STANDARDS B–D)</b>		
40%	29%	24%
<b>16.5.41</b> Understand the origins and course of the Civil Rights movement, including the roles of individual American citizens in the civil rights movement, including: federal intervention in Little Rock, Ruby Bridges, Rosa Parks, Martin Luther King, Jackie Robinson, and the Civil Rights Act of 1964.	<b>16.8.41</b> Identify the home front during World War II, including: rationing of resources, the increased role of women in the workforce, improvements in production of arms and other materials, the internment of Japanese Americans.  <b>16.8.42</b> Identify the roles played by federal, state and local political leaders—as well as individual American citizens—in the civil rights movement, including: federal intervention in Little Rock; Rosa Parks and the Montgomery boycotts; Martin Luther King, the Southern Christian Leadership Conference, and the 1963 march on Washington; Freedom Riders; Jackie Robinson and the desegregation of baseball; the work of Cesar Chavez and the development of the United Farmworkers; Robert Kennedy and the civil rights movement; Lyndon Johnson and passage of the Civil Rights Act of 1964.	<b>16.11.37</b> Understand causes and consequences of the Spanish-American War (e.g., causes including yellow journalism and the desire for global influence; consequences including territorial acquisition and the emergence of the United States as a major world power).  <b>16.11.38</b> Understand the changing role of women in society, the impact of the Progressive movement on women’s suffrage, and how the women’s suffrage movement influenced American society.

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>U.S. HISTORY (STANDARDS B–D)</b>		
40%	29%	24%
		<p><b>16.11.39</b> Understand the economic, environmental, and social impact of the Great Depression on American society (e.g., food lines, the Dust Bowl, and the western migration of farmers; how art, literature, and music were influenced by the Depression; extent and depth of business failures, unemployment, and poverty during the Depression; the human toll of the Depression, natural disasters, unwise agricultural practices, and their impacts on the depopulation of rural regions; political movements of the left and right).</p> <p><b>16.11.40</b> Identify the costs, benefits, and controversies associated with New Deal programs and describe the expanded role of government in the economy since the 1930s.</p> <p><b>16.11.41</b> Understand circumstances prior to U.S. involvement in World War II (e.g., rise and aggression of totalitarian regimes in Italy, Germany, and Japan; American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941; appeasement, isolationism, and war debates in Europe and the U.S. prior to the war; the bombing of Pearl Harbor and events that brought the U.S. into the war).</p> <p><b>16.11.42</b> Understand significant aspects of World War II (e.g., failure of the policy of appeasement; major battles at Midway, Normandy, Stalingrad, Kursk, Iwo Jima, Okinawa, and the Battle of the Bulge; turning points of the war and reason for Allied victory; key political leaders of the Allies and Axis powers, including Franklin D. Roosevelt, Winston Churchill, Adolf Hitler, and Joseph Stalin; characteristics of the European, African, and Pacific theaters of battle; role and sacrifices of individual American soldiers, as well as the unique contributions of military special forces such as Tuskegee Airmen and Navajo Code talkers; the human cost of the war; the decision to drop the atomic bombs and the consequences of this decision).</p>

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>U.S. HISTORY (STANDARDS B–D)</b>		
40%	29%	24%
		<p><b>16.11.43</b> Understand the dimensions of the Holocaust and the Allies’ response to the Holocaust and war crimes.</p>
		<p><b>16.11.44</b> Understand the impact of World War II on the home front (e.g., impact of mobilization for war, including the location of industry, the use of resources, war bond drives, and women and minorities in the workforce, including its long-term effects; major developments in aviation, weaponry, and medicine; constitutional issues and impact of internment of Japanese Americans and restrictions on German and Italian resident aliens; the roles and growing political demands of African Americans).</p>
		<p><b>16.11.45</b> Understand the domestic policies of post-World War II presidential administrations through the 1950s (e.g., Truman’s labor policy and congressional reaction to it; the elements of Truman’s Fair Deal; Truman’s decision to end segregation in the armed forces; the expansion of social security, and the Federal Highway Act of 1956 under the Eisenhower administration).</p>
		<p><b>16.11.46</b> Understand the role of McCarthyism in the early Cold War period (e.g., the fear of communist influence in the U.S.; the era of McCarthyism and instances of domestic Communism and blacklisting; the role of the House Un-American Committee).</p>

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>U.S. HISTORY (STANDARDS B–D)</b>		
40%	29%	24%
		<p><b>16.11.47</b> Understands events and influential individuals of the civil rights movement [e.g., the role of civil rights advocates, including Martin Luther King Jr., Malcolm X, Rosa Parks, and Cesar Chavez; the significance of Martin Luther King Jr.’s “Letter from a Birmingham Jail” and “I Have a Dream Speech;” events such as segregation, desegregation, the Bus Boycott, Selma March, the Freedom Riders, and Central High School in Little Rock; the role of African American political groups, including the National Association for the Advancement of Colored Persons (NAACP), Congress of Racial Equality (CORE), the Southern Christian Leadership Conference (SCLC), and Student Nonviolent Coordinating Committee (SNCC); the assassination of Martin Luther King Jr. and the Watts Riots].</p> <p><b>16.11.48</b> Analyze the domestic policies of Presidents John F. Kennedy, Lyndon Johnson, Richard Nixon, Gerald Ford, Jimmy Carter, Ronald Reagan, and George Herbert Walker Bush, including: the space exploration program, the Kennedy assassination, Johnson’s “Great Society,” Nixon’s appeal to the “silent majority” and the Constitutional crisis of the Watergate scandal, anti-war and counter-cultural movements, the creation of the Department of Education and the Environmental Protection Agency.</p>

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>WORLD HISTORY (STANDARDS B–D)</b>		
10%	19%	24%
<p><b>16.5.42</b> Identify sources of civilization in river valleys, including: Mesopotamia and the “Fertile Crescent” (Tigris and Euphrates Rivers), Egypt (Nile River), India (Indus and Ganges Rivers), and China (Huang Ho River).</p>	<p><b>16.8.43</b> Analyze the geographic, political, social, economic and religious structure and contributions of ancient civilizations, including: Mesopotamia, Egypt, India, and China.</p>	<p><b>16.11.49</b> Understand the concept of “civilization” (e.g., the minimum components essential for the development of civilization including technology, division of labor, government, calendar, and writing systems; the definition of civilization as a society with advanced levels of economic, political, religious, and artistic accomplishments).</p>
<p><b>16.5.43</b> Identify the political and cultural characteristics of ancient Egypt, including: the role of the Pharaoh as absolute ruler and head of Egyptian religion, the worship of many gods (polytheism), the building of pyramids as tombs for the afterlife, the importance of mummies in preserving the body for the afterlife, class distinctions of ancient Egypt (e.g., nobles, soldiers, freemen, peasants, and slaves), hieroglyphics as a writing system (deciphered in the 19th century using the Rosetta Stone).</p>	<p><b>16.8.44</b> Identify the sources of the ethical teachings and central beliefs of Judaism and Christianity.</p>	<p><b>16.11.50</b> Understand elements of Judaism and events that led to the spread of Judaism (e.g., significant individuals, sacred writings, central beliefs, and ethical teachings of Judaism; origins and significance of Judaism as the first monotheistic religion; how Judaism survived and developed despite continuing dispersion of the Jewish population; how Judaism compares to other world religions; the spread of Judaism and explain how they are reflected in the moral and ethical traditions of Western civilization).</p>
<p><b>16.5.44</b> Identify the development of alphabets and writing systems in Mesopotamia, Egypt, and the Indus Valley.</p>	<p><b>16.8.45</b> Identify the contributions of the following ancient civilizations: Babylonians (e.g., first written code of law), Hebrews (e.g., monotheism), Phoenicians (e.g., development of simple alphabet), India (tradition of great literature), and China (accomplishments in art and architecture, and innovations in science and technology).</p>	<p><b>16.11.51</b> Understand environmental, social, political, and cultural factors that shaped the development of Mesopotamia, Egypt, and the Indus Valley (e.g., religious traditions and how they shaped culture; urban development, social hierarchy, religion, and government; the significance of Hammurabi’s Code; the importance of river systems and physical settings in the development of early civilizations; cultural and scientific contributions including calendars and architecture; the role of social class and gender in Ancient civilizations).</p>
<p><b>16.5.45</b> Identify the common bonds (e.g., language and literature, religion, Olympic games, fear of Persia and alliances during the Persian Wars) and distinct differences (e.g., beliefs about government, views of literature, art, and philosophy, rivalries during the Peloponnesian Wars) between the ancient Greek city-states, with a focus on Athens and Sparta.</p>	<p><b>16.8.46</b> Compare the democracy of ancient Athens with that of the modern U.S. using the following criteria: direct vs. representative democracy, definition of citizenship, and rights of women.</p>	<p><b>16.11.52</b> Understand the social and political framework of Athenian society (e.g., social structure, significance of citizenship, and development of democracy in city-state of Athens; life in Athens during the Golden Age of Pericles; strengths and weaknesses of Greek democracy; key differences between Athenian or direct democracy and representative democracy; lack of minority protection in Athenian direct democracy).</p>

## Social Science – Goal 16

### Grade 5

### Grade 8

### Grade 11

#### WORLD HISTORY (STANDARDS B–D)

10%	19%	24%
<p><b>16.5.46</b> Understand the stories of the battles of Marathon and Thermopylae as examples of Greek ethical traditions and describe the connection to the modern-day marathon.</p>	<p><b>16.8.47</b> Identify events and consequences of the Persian and Peloponnesian Wars, including: Battles of Thermopylae, Marathon, and Salamis; Greek and Persian leaders (e.g., Leonidas and Xerxes); the Delian league and Greek disunity culminating in the defeat of Athens (showing that democracies cannot always assume the triumph of freedom).</p>	<p><b>16.11.53</b> Understand the legacy of Greek thought and government (e.g., the significance of the idea of citizenship in Ancient Greece; the development of western political ideas of the rule of law and illegitimacy of tyranny; the impact of Greek theories on the practice of government including Plato’s Republic and Aristotle’s six forms of government; the role of demagogues).</p>
<p><b>16.5.47</b> Identify basic contributions of ancient Greece to civilization in poetry, philosophy, literature, architecture, and mathematics.</p>	<p><b>16.8.48</b> Identify the contributions of ancient Greece to modern times, including: theater (e.g., Greek dramas), poetry (e.g., Homer’s Iliad and Odyssey), philosophy (e.g., Socrates and the idea of Socratic dialogue), literature (e.g., Herodotus, the “father of history”), architecture (e.g., Doric, Ionic, and Corinthian columns), and mathematics (e.g., Aristarchus, Euclid, and Archimedes).</p>	<p><b>16.11.54</b> Understand artistic, literary, scientific, and cultural achievements of Greek society (e.g., Greek mythology, drama, and comedy; scientific and cultural advancements in transportation, art, architecture, literature, and theater; contributions of Greek philosophers, playwrights, poets, and mathematicians; significant individuals such as Homer, Socrates, Plato, Aristotle, Herodotus, and Thucydides).</p>
<p><b>16.5.48</b> Understand the scope of Alexander the Great’s conquests to civilization (e.g., through his conquests, he created the largest empire then known; his empire allowed an exchange of ideas among peoples of the Mediterranean and the Middle East).</p>	<p><b>16.8.49</b> Define “Hellenic Culture” and understand Alexander the Great’s achievements as a military and political leader (e.g., his rise to power and his contributions; the spread of Greek culture eastward by Alexander; the conquest of Greece by Macedonia).</p>	<p><b>16.11.55</b> Understand how Hellenic culture contributed to the spread of important ideas in philosophy (e.g., the development of new philosophies by Diogenes, Zeno, and Epicurus to guide daily living) and science and mathematics (e.g., Euclid’s contributions to geometry).</p>
<p><b>16.5.49</b> Identify people, places, and events in the history of ancient Rome: the early republic (including the strategic location of Italy in the Mediterranean region, and the roles of patricians, plebeians, and slaves), the Punic Wars against Hannibal of Carthage; the achievements and assassination of Julius Caesar; the destruction of Pompeii.</p>	<p><b>16.8.50</b> Identify the political structure of Roman society (e.g., the rise of the Roman Republic; structure and democratic features of its government; significance of citizenship; roles of the Senate, consuls, tribunes, written laws and constitution, tripartite government, checks and balances, and dictators; the roles of significant individuals, including Cincinnatus, Hannibal, Scipio, and Julius Caesar; events in the transition from Republic to Empire).</p>	<p><b>16.11.56</b> Compare the political and social structure of the Roman Republic to the American political system, including the roles and responsibilities of consuls, senators, patricians, plebeians, tribunes (Rome) and the executive, legislative, and judicial branches (America); the Roman principles of civil law (jus civile), law of the people (jus gentium), and natural law (jus naturale) vs. American principles of republican government, natural rights, civil rights (e.g. freedom of conscience &amp; privacy, etc.), political rights (e.g. voting, holding political office, etc.), and “legitimate government.”</p>

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>WORLD HISTORY (STANDARDS B–D)</b>		
10%	19%	24%
<p><b>16.5.50</b> Identify aspects of daily life in ancient Rome, including the Coliseum, building of roads, aqueducts, Hadrian’s Wall in England, the idea that “all roads lead to Rome,” gladiator combat and the circuses, Roman baths, the Roman arch, and Roman gods and goddesses.</p>	<p><b>16.8.51</b> Identify significant events and individuals associated with the expansion of the Western Roman Empire (e.g., the Roman Republic, Punic Wars with Hannibal, Julius Caesar, Augustus and the establishment of the Roman Empire, and the Pax Romana).</p>	
<p><b>16.5.51</b> Understand that Christian beliefs are based on the teachings of Jesus of Nazareth; identify the basic teachings of Christianity.</p>	<p><b>16.8.52</b> Identify the early events in the history of Christianity, including the contributions of Paul the Apostle, the persecution of Christians, and the later acceptance of Christianity by the empire and the conversion of the Roman Emperor Constantine to Christianity.</p>	
<p><b>16.5.52</b> Understand that Christianity developed from a forbidden belief to the state religion of the Roman Empire.</p>	<p><b>16.8.53</b> Understand why Christianity gained appeal in the Roman Empire (e.g., because its message appealed to all members of a society that was declining as a unified political entity); identify the importance of the Gospels in spreading the beliefs of Christianity.</p>	
<p><b>16.5.53</b> Define “dynasty;” identify the location and contributions of ancient Chinese civilization, including: cultivation of wheat, inventions of gunpowder, paper money, and the magnetic compass; understand the purpose of the Great Wall.</p>	<p><b>16.8.54</b> Identify the structure of ancient Chinese government, including the civil service system and the concept of the “mandate of heaven;” identify the importance of family in ancient Chinese society.</p>	

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>WORLD HISTORY (STANDARDS B–D)</b>		
10%	19%	24%
<p><b>16.5.54</b> Identify Confucius as a philosopher who founded Confucianism, a code of ethical conduct for people to follow in their daily lives.</p>	<p><b>16.8.55</b> Identify the basic teachings of Confucius, including: (1) observance of ancient traditions, (2) reverence for learning, (3) cherishing of honesty, (4) devotion to parents, family, and friends, and (5) obedience to the rule, “What you do not want done to you, do not do to others”); identify basic tenets of Taoism (e.g., practicing humility and renouncing wealth and prestige).</p>	<p><b>16.11.57</b> Understand the causes and impact of the Roman Empire’s expansion (e.g., Roman military domination of the Mediterranean Basin and Western Europe; key factors in expansion including governmental organization and relations with conquered peoples; the impact of military conquest on the structure of Roman society; the impact of the Pax Romana).</p>
<p><b>16.5.55</b> Identify contributions of Indian civilization to religion, philosophy, art and architecture, and literature.</p>	<p><b>16.8.56</b> Identify the contributions of Indian civilization to religion and philosophy (e.g., Hinduism and Buddhism), art and architecture, and literature (e.g., the Vedas); identify the Mauryan and Gupta Empires.</p>	<p><b>16.11.58</b> Understand events in the rise of Christianity (e.g., the history of early Christianity including the teachings of Jesus of Nazareth; the contribution of Paul the Apostle in the spread of Christian beliefs; traditions, customs, and beliefs of Christianity; the transition of Christianity from persecuted to official religion of the Roman Empire; the organization of the early church).</p>
<p><b>16.5.56</b> Know the story of Gautama, a noble who rejected the Hindu caste system and believed that people can eliminate the suffering caused by desire by living righteously; known to history as Buddha (the “Enlightened One”).</p>	<p><b>16.8.57</b> Identify the origins and basic beliefs of Buddhism and compare the practice of Buddhism with that of Hinduism (e.g., rejection of caste system by Buddhism; common beliefs of both religions in reincarnation and respect for animals).</p>	<p><b>16.11.59</b> Understand the spread of Christianity and how it related to other belief systems (e.g., the preservation and transmission of Christianity in Europe and the Roman Empire; important aspects in the diffusion of Christianity, including its relationship to Judaism, the missionary impulse, and the organization of the church and its doctrine; the significance of the Church in the late Roman Empire; how the origins, customs, writings, and beliefs of Christianity compare to those of Judaism, Hinduism, Confucianism and Taoism, Islam, and Buddhism).</p>
<p><b>16.5.57</b> Identify the basic teachings of Hinduism.</p>	<p><b>16.8.58</b> Identify the basic teachings of Hinduism, including the purpose and components of the caste system and the concept of reincarnation; identify the significance of the Rig-Veda and Upanishads.</p>	<p><b>16.11.60</b> Evaluate and describe the relationship between ancient Chinese society and surrounding peoples; identify the significance of the Great Fleet and the implications for future Chinese isolationism.</p>

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<b>WORLD HISTORY (STANDARDS B–D)</b>		
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<p><b>16.5.58</b> Identify at least one significant Roman accomplishment in architecture, warfare, technology, engineering, and law.</p>	<p><b>16.8.59</b> Identify Roman cultural and economic achievements (the circuses, art, architecture, construction, and the establishment of trade routes throughout the Mediterranean region).</p>	
<p><b>16.5.59</b> Identify the ways that religious beliefs spread in the ancient world.</p>	<p><b>16.8.60</b> Identify the spread of Christianity, Judaism, Islam, Hinduism, and Buddhism through the Mediterranean region, the Middle East, and Asia.</p>	
<p><b>16.5.60</b> Identify basic political, social, and cultural causes of the decline of the Roman Empire.</p>	<p><b>16.8.61</b> Identify the causes of the decline of the Roman Empire (e.g., tribal migration and attacks, loss of trade, and other threats to the cohesion of the Empire).</p>	
<p><b>16.5.61</b> Know that the Eastern Roman Empire preserved many of the ideas and traditions of the Roman Empire as the Byzantine Empire.</p>	<p><b>16.8.62</b> Identify the development of the Byzantine Empire as the new political, cultural, and economic center of the Roman Empire.</p>	
<p><b>16.5.62</b> Identify the development and spread of Islam (e.g., Mohammad as the founder of Islam, the basic teachings of Islam as found in the Koran; Islamic contributions to civilization, and the basic location of Islamic kingdoms).</p>	<p><b>16.8.63</b> Identify the development and spread of Islam (e.g., Mohammad as the founder of Islam, the basic teachings of Islam as found in the Koran; Islamic contributions to art, literature, science, mathematics, and medicine, the location of Islamic kingdoms in late antiquity and the early Middle Ages).</p>	

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Grade 5	Grade 8	Grade 11
<b>WORLD HISTORY (STANDARDS B–D)</b>		
10%	19%	24%
<b>16.5.63</b> Identify churches and monasteries as places that preserved important ideas during and after the fall of the Western Roman Empire.	<b>16.8.64</b> Identify the spread of Christianity and the roles played by churches and monasteries in its diffusion after the fall of the Western Roman Empire.	<b>16.11.61</b> Understand the origins of Confucianism and Taoism and the ideas associated with them (e.g., the life of Confucius; political and cultural problems prevalent during the time of Confucius and how he sought to solve them; the fundamental teachings of Taoism and Confucianism and how they compare to other major philosophies and religions).
<b>16.5.64</b> Identify the location of Meso-American civilizations relative to European, Asian, and African civilizations.	<b>16.8.65</b> Identify the spread of Christianity and the roles played by churches and monasteries in its diffusion after the fall of the Western Roman Empire.	<b>16.11.62</b> Understand the commercial and cultural significance of the trans-Eurasian “silk roads” to the Roman and Chinese Empires and the peoples of Central Asia.
<b>16.5.65</b> Compare the basic characteristics of Japanese Feudal Society with that of European feudalism (e.g., the lord-vassal system and the roles of knights and samurais).	<b>16.8.66</b> Understand the significant features of Mayan civilization (e.g., locations, land forms, and climate of Mayan civilization and the effect on Mayan economies and trade; the structure of Mayan government; the development of agriculture).	<b>16.11.63</b> Understand the social structure and cultural achievements of Indian civilization [e.g., the structure and impact of the caste system; contributions of early Indian civilization to religion, the arts, philosophy, literature (Sanskrit), medicine, metallurgy, and mathematics (Hindu-Arabic numerals and the zero)].
<b>16.5.66</b> Identify feudalism as a political relationship between a lord and his vassal; describe the basic characteristics and functions of manorialism in European society.	<b>16.8.67</b> Understand elements of Japanese feudal society (e.g., values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, samurai, ritual suicide, and the warrior code) and compare it to European feudalism.	<b>16.11.64</b> Understand the origins of Buddhism and fundamental Buddhist beliefs (e.g., the life and teachings of Buddha; origins, beliefs, and writings associated with Buddhism; major leaders and events in Buddhism; how Buddhism spread in India, Ceylon, and Central Asia; how Buddhism compares to other religious systems).

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Grade 5	Grade 8	Grade 11
<b>WORLD HISTORY (STANDARDS B–D)</b>		
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<p><b>16.5.67</b> Understand the basic causes and effects of the religious Crusades (e.g., how the Crusades contributed to increasing contact between Europeans and cultures of the Eastern Mediterranean world and helped introduce Islamic ideas to Europe).</p>	<p><b>16.8.68</b> Understand the role of feudalism, manorialism, and guild/apprenticeship systems in European society (e.g., the development of feudalism and the way it was influenced by physical geography; how feudal relationships provided the foundation of political order; basic purpose of guild/apprenticeship system).</p>	<p><b>16.11.65</b> Understand the origins and elements of Hinduism (e.g., major leaders and events in Hinduism; traditions, customs, and beliefs of Hinduism; how Hinduism compares to other religious systems).</p>
<p><b>16.5.68</b> Identify how the feudalism in Europe gradually gave way to more representative forms of government as illustrated in the principles of the Magna Carta.</p>	<p><b>16.8.69</b> Identify effects of the religious Crusades in terms of the significant cultural exchanges, including: the movement of goods and ideas along the Silk Road and the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science (including how the cooperation was terminated by religious persecutions during the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).</p>	<p><b>16.11.66</b> Understand the significant achievements of Roman society (e.g., Roman contributions in the arts, sciences, language, religion, technology, architecture, and engineering; the role of Roman law in the development of western political ideas and rule of law).</p>
<p><b>16.5.69</b> Identify and locate Sub-Saharan Empires relative to the kingdoms of Europe, the Middle East, and Asia, and describe the exchange of goods (e.g., gold, slaves) and ideas (e.g., religious beliefs) among these kingdoms.</p>	<p><b>16.8.70</b> Identify the development of English government and its legal and political system (e.g., the principles of the Magna Carta and its role in the beginnings of limited government; the origins of representative government in England).</p>	

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<b>WORLD HISTORY (STANDARDS B–D)</b>		
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<p><b>16.5.70</b> Understand the outbreak of bubonic plague (“The Black Death”) that occurred in Europe in the 14<sup>th</sup> century, describe how it spread, and explain how the plague affected daily life in Europe.</p>	<p><b>16.8.71</b> Understand the relationship between geography and trade in gold, salt, food, and slaves in the development of the Ghana and Mali empires.</p>	<p><b>16.11.67</b> Identify how the spread of different religions influenced political and social conditions in various regions (e.g., geographic distribution of Christianity, Judaism, Islam, Hinduism, and Buddhism to 1000 AD; how the beliefs of Christianity, Judaism, Islam, Hinduism, Buddhism, Confucianism, and Taoism have influenced the development of different societies).</p>
<p><b>16.5.71</b> Identify basic achievements and contributions of Mayan, Aztec, and Incan society (e.g., in astronomy, mathematics, the development of the calendar, government, trade, and architecture).</p>	<p><b>16.8.72</b> Identify the spread of bubonic plague in Europe and describe the impact of the plague on the European and global populations.</p>	<p><b>16.11.68</b> Understand political, social, and cultural events that contributed to the decline of the Roman Empire (e.g., the impact of class divisions, depopulation, Christianity, provincial disorder, tribal migration and attacks, and loss of trade; geographic borders and threats to the cohesion of the Empire).</p>
<p><b>16.5.72</b> Identify voyages, routes, and the influence of cartography and advances in navigation during the Age of Exploration.</p>	<p><b>16.8.73</b> Identify the political, social, and cultural features of Aztec society (e.g., traditions, customs, and beliefs; contributions to astronomy, math, architecture, art, and oral traditions; development of writing systems and calendars; forms of government in Aztec society).</p>	<p><b>16.11.69</b> Understand the rise and expansion of the Byzantine Empire (e.g., the location and culture of the Byzantine Empire; the institutions of Byzantium and contributions to art, religion, and architecture; the importance of the Byzantine Empire in the continuing legacy of Rome and establishment of the Eastern Orthodox Church).</p>
<p><b>16.5.73</b> Identify the Renaissance and Scientific Revolution as a time of important advances in the arts and sciences in Europe and identify major artists, writers, and scientists of the time (e.g., Michelangelo, Leonardo Da Vinci, William Shakespeare, Galileo Galilei, and Isaac Newton).</p>	<p><b>16.8.74</b> Understand the impact of the exploratory and commercial expeditions in the 15th and 16th centuries (e.g., geographic, economic, political, and cultural aspects of European exploration and colonization of the Americas, Africa, and Asia).</p>	<p><b>16.11.70</b> Understand the development and spread of Islam (e.g., the origins of Islam; major events and leaders of Islam including the significance of Mohammed; sacred writings of Islam; developments and beliefs of Islam, including the Koran, the Five Pillars, and Sunnah; the characteristics of the Sunni and Shiite Moslems; the role of women in Islamic society; Islamic contributions to art, literature, science, mathematics, and medicine; factors that influenced the spread of Islam; the spread and acceptance of Islam, the Arabic language, and other aspects of Islamic culture).</p>

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<b>WORLD HISTORY (STANDARDS B–D)</b>		
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<b>16.5.74</b> Identify the basic features of the Reformation and the role of Martin Luther as a catalyst in the reformation of Christianity in Western Europe.	<b>16.8.75</b> Understand events and significant contributions of the Renaissance [e.g., Renaissance advances in literature, art, architecture, science, math, astronomy, knowledge of human anatomy, cartography, engineering, and printing technology (Johann Gutenberg)].	<b>16.11.71</b> Understand the influence of the church in Medieval Europe (e.g., the role of the Roman Catholic Church and its monasteries after the fall of the western half of the Roman Empire; the spread of Christianity north of the Alps; characteristics of the papacy and monasticism of the early medieval church).
<b>16.5.75</b> Identify how the Enlightenment contributed to the development of new ideas in government and economics.	<b>16.8.76</b> Identify new scientific theories of the Scientific Revolution, including Isaac Newton’s natural laws and the Copernican view of the universe; the scientific method advanced by Francis Bacon and Rene Descartes; technological advances (e.g., the telescope and microscope).	

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<b>WORLD HISTORY (STANDARDS B–D)</b>		
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<p><b>16.5.76</b> Define “absolute monarchy” and “revolution” and identify the basic causes, events, and effects of the French Revolution.</p>	<p><b>16.8.77</b> Understand origins and impact of the Reformation and Counter Reformation (e.g., causes of turmoil and weakening of the Catholic Church including tax policies and selling of indulgences; ideas of major figures of the Reformation, including Martin Luther, and John Calvin).</p>	<p><b>16.11.72</b> Understand the significance of Charlemagne in the development of Europe.</p>
<p><b>16.5.77</b> Define “nationalism” and understand why European nations competed with each other for land and resources in the late 19th century.</p>	<p><b>16.8.78</b> Identify the causes, events, and outcome of the French Revolution (e.g., how economic crisis, social unrest, and Enlightenment ideas contributed to the Revolution and the role of the Revolution in challenging absolute monarchy in France, the Terror that followed it, and the rise and fall of Napoleon Bonaparte).</p>	<p><b>16.11.73</b> Understand the cultural and scientific contributions of Mayan society, including astronomy, math, architecture, calendars, sundials, bridges.</p>
<p><b>16.5.78</b> Define “imperialism” and “colonialism” and identify examples of European and American colonies in the Americas, Africa, Asia, and the Middle East.</p>	<p><b>16.8.79</b> Identify the development and impact of the Industrial Revolution, including: status of women and children in Europe; increased population and rural to urban migration; the growth of cities and an urban working class.</p>	<p><b>16.11.74</b> Understand the rise of military society and the role of the samurai in Japanese society.</p>
<p><b>16.5.79</b> Identify the basic causes, course, and consequences of World War I on the nations and peoples of Europe, including: the countries involved, the role of nationalism and military alliances, the concept of “total war,” the significance of the phrase, “War to end all wars.”</p>	<p><b>16.8.80</b> Identify major characteristics of 19th-century European nationalism and understand how nationalism led to conflict between European nations competing for raw materials, markets, and rush for colonies in Africa/Asia.</p>	<p><b>16.11.75</b> Understand the structure of feudal society and its effects on the Medieval European economy; describe the role of the manor in the growth of towns in feudal society; describe the economic, educational, fraternal, and civic purposes of guild/apprenticeship systems.</p>
<p><b>16.5.80</b> Identify people, places, and events related to the establishment of the Soviet Union, including: Czar Nicholas II, Vladimir Lenin, Joseph Stalin, and Leon Trotsky; the economic and political conditions in Russia prior to the Revolution; the main goals of the Revolution.</p>	<p><b>16.8.81</b> Identify why the emancipation of formerly enslaved peoples (e.g., slaves and serfs) and the extension of rights to women were important developments in 19th and early 20th century history.</p>	<p><b>16.11.76</b> Understand the causes and effects of the religious Crusades and the Mongol invasions (e.g., how the Crusades and Mongol invasions influenced Western Europe in the High Middle Ages and early Renaissance; the influence of the Crusades on Christian, Muslim, and Jewish populations in Europe; the Reconquista in Spain; the fall of the Byzantine Empire).</p>

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<b>WORLD HISTORY (STANDARDS B–D)</b>		
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<b>16.5.81</b> Identify the basic causes of the Great Depression, its effects on daily life, and its impact around the world, particularly in Germany.	<b>16.8.82</b> Identify the arguments for why the European Powers entered into World War I; describe the role of alliances, imperialism, militarism, and industrialism at the outbreak of war; describe major turning points of the war.	
<b>16.5.82</b> Define “totalitarianism” and identify common features of totalitarian states in Germany, Italy, and Japan.	<b>16.8.83</b> Identify the basic causes of the Russian Revolution of 1917 and describe the basic economic, political, and social reforms that emerged.	
<b>16.5.83</b> Identify the basic causes, course, and consequences of World War II, including: allies and axis powers, major regions of conflict, and major turning points in the war (e.g., Normandy and the decision to drop atomic bombs on Japan).	<b>16.8.84</b> Identify the terms of the Treaty of Versailles and analyze its impact on Germany between the two world wars.	
<b>16.5.84</b> Identify the Holocaust.	<b>16.8.85</b> Understand the causes of the Great Depression and its immediate and long-term consequences for the world (e.g., causes of the Depression, including World War I debt, the role of the United States in the world economy, and the economic crash of 1929).	

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<p><b>16.5.85</b> Define “cold war;” explain the basic differences in the beliefs of the United States and the Soviet Union that led to the Cold War, and identify basic strategies used by each to counter the influence of the other.</p>	<p><b>16.8.86</b> Identify the basic features and shortcomings of the League of Nations in maintaining a fragile peace in Europe between the World Wars.</p>	<p><b>16.11.77</b> Understand the development of English government and its legal and political system (e.g., the significance and historical context of the Magna Carta, the Model Parliament of 1295; the importance of medieval English legal and constitutional practices on the rise of modern democratic thought and representative institutions; the development of parliament, habeas corpus, and an independent judiciary in England).</p>
<p><b>16.5.86</b> Identify the basic features of the Truman Doctrine and the Marshall Plan.</p>	<p><b>16.8.87</b> Compare the characteristics of Stalin’s Soviet Union, Nazism in Germany, Fascism in Italy, and Tojo’s Japan and describe the rise to power of each.</p>	<p><b>16.11.78</b> Understand influences on the development of Sub-Saharan empires (e.g., the impact of Islam, Christianity, and indigenous religions; economic systems).</p>
<p><b>16.5.87</b> Identify reasons why some nations since World War II have formed alliances and give examples of post-World War II alliances.</p>	<p><b>16.8.88</b> Understand the causes, course, and outcome of World War II (e.g., how the failure of the League of Nations contributed to the outbreak of World War II; major turning points of the war, principal theaters of conflict; political, diplomatic, and military leaders, including Winston Churchill, Franklin D. Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight D. Eisenhower; the internment of Japanese Americans and the decision to drop atomic bombs on Japan).</p>	<p><b>16.11.79</b> Understand immediate and long-term consequences of the plague on European society (e.g., the spread and impact of bubonic plague from Central Asia to China, the Middle East, and Europe; the role of the plague in the end of feudalism).</p>
<p><b>16.5.88</b> Identify the basic origins of revolutionary movements in Asia in the 20th century (e.g., China and Vietnam); identify places where nations have sought to achieve independence from colonial powers.</p>	<p><b>16.8.89</b> Identify the Nazi policy of pursuing racial purity, especially against the European Jews in the Holocaust.</p>	<p><b>16.11.80</b> Understand the impact of location, land forms, and climate of Mexico, Central America, and South America on the development of Aztec economies, trade, and development of urban societies.</p>
<p><b>16.5.89</b> Identify the collapse of the Soviet Union.</p>	<p><b>16.8.90</b> Understand the role of various regions and/or nations during the Cold War, including: Western and Eastern Europe, South America, Korea, and Vietnam.</p>	<p><b>16.11.81</b> Understand economic and social features of Incan society (e.g., advances in technology associated with Incan society, including calendars, bridges, and aqueducts; the impact of geography on the Incan economy, trade, and the development of urban societies; daily life of Incas prior to European contact)</p>

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<b>WORLD HISTORY (STANDARDS B–D)</b>		
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	<p><b>16.8.91</b> Identify the ways in which American helped the nations of Japan and Germany recover economically and politically after World War II.</p>	<p><b>16.11.82</b> Understand the impact of the exploratory and commercial expeditions in the 15th and 16th centuries on the rise of colonial empires, mercantilism, and capitalism; understand the growth of slavery and the influence of Christianity.</p>
	<p><b>16.8.92</b> Understand the difference between economic and military alliances and explain the potential benefits and consequences of each (using examples of alliances formed since World War II).</p>	<p><b>16.11.83</b> Understand the impact of the exchange of flora, fauna, and pathogens on the Americas and the global population (e.g., the exchange of plants [tobacco, corn], animals [the horse], agricultural products, technology, and culture among Europe, Africa, and the Americas; the introduction of disease and resulting population decline in the Americas).</p>
	<p><b>16.8.93</b> Identify nationalist movements and attempts by colonial countries to achieve independence after World War II [e.g., how African and Asian countries (e.g., India under Mohandas Gandhi and Kenya under Jomo Kenyatta) achieved independence from European colonial rule; independence struggles of colonized regions of the world (e.g., India, Pakistan, and Indonesia); the fight against apartheid in South Africa and revolution from white minority government].</p>	<p><b>16.11.84</b> Understand events and significant contributions of the Renaissance (e.g., differences between the Italian and Northern Renaissance; the importance of Florence in the early stages of the Renaissance; the Renaissance as a transition from the Medieval to the modern age; major Renaissance artists and writers such as Machiavelli; the Renaissance emphasis on humanism).</p>
	<p><b>16.8.94</b> Identify the collapse of the Soviet Union.</p>	<p><b>16.11.85</b> Understand the significance of the English Civil War and the Revolution of 1688-89 (e.g., the impact of the Glorious Revolution on the development of parliamentary and limited government).</p>

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		<p><b>16.11.86</b> Understand the conflict between religion and scientific discoveries during the Scientific Revolution and explain how the Scientific Revolution as a philosophical development changed the conceptualization of the universe and mankind.</p> <p><b>16.11.87</b> Identify how the Reformation redefined Christendom; identify European regions that remained Catholic and those that became Protestant and explain how the divisions affected the distribution of religion in the New World; describe characteristics of the Catholic or Counter-Reformation and how it revitalized the Catholic Church.</p> <p><b>16.11.88</b> Understand the short- and long-term impact of Enlightenment ideas (e.g., the impact of Enlightenment thought on democratic thought and institutions; significant ideas of the Enlightenment including neoclassicism and the political thought of Locke, Montesquieu, and Smith; philosophers such as Voltaire, Diderot, and Rousseau; the development of art, literature, and music of composers such as Mozart).</p> <p><b>16.11.89</b> Understand the rise and impact of absolutism on different European nations (e.g., the establishment of the absolute monarchies of Louis XIV, Philip II, Henry IV, Frederick the Great, and Peter the Great).</p>

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<b>WORLD HISTORY (STANDARDS B–D)</b>		
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		<p><b>16.11.90</b> Understand the influence of European economic growth and expansion on other world regions (e.g., competition for resources and the rise of mercantilism; the rise of European colonial empires and the role of plantation economies and slavery; the impact of European expansion on the Americas, Africa, and Asia; commercial and maritime growth of European nations, including the emergence of money and banking, global economies, and the market system).</p> <p><b>16.11.91</b> Understand the social evolution of the French Revolution, including the diffusion of nationalism and liberalism; how the ideology of the French Revolution transformed France from a constitutional monarchy to democratic despotism to the Napoleonic Empire; the significance of the Declaration of Rights of Man, the Bastille, Robespierre, the Terror, the rise and fall of Napoleon, and the Vienna Settlement of 1815).</p>

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<b>WORLD HISTORY (STANDARDS B–D)</b>		
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		<p><b>16.11.92</b> Make comparisons between the Latin American revolutions and those in America, France, and Haiti (e.g., major ideas of John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Thomas Jefferson, and Simón Bolívar and how their ideas influenced revolutions in England, the U.S., France, and Latin America; characteristics of Latin America’s wars for independence; features of revolutions in Haiti, Colombia and Venezuela, Argentina, Chile, and Mexico).</p> <p><b>16.11.93</b> Identify the significance of economic theories of Adam Smith, Karl Marx, and Thomas Malthus; Understand the evolution of work and labor, the concept of division of labor, and union movements; identify improvements in production and transportation.</p> <p><b>16.11.94</b> Identify the impact of new technology that emerged during the Industrial Revolution (e.g., the inventions and discoveries of James Watt, Henry Bessemer, Louis Pasteur, Thomas Edison, and Eli Whitney; technological changes that promoted industrialization in the textile industry of England).</p> <p><b>16.11.95</b> Understand the ideas that influenced the nationalist movements of the late 19th century (e.g., the role of Garibaldi in the unification of Italy; the role of Bismarck in the unification of Germany; how nationalism spread across Europe with Napoleon and was repressed under the Congress of Vienna and the Concert of Europe until the Revolutions of 1848; rise of competition among European nations).</p>

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<b>WORLD HISTORY (STANDARDS B–D)</b>		
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		<p><b>16.11.96</b> Understand factors that influenced political democracy and social justice in various world regions (e.g., the effects of urbanization, British reform laws, and the Revolutions of 1848 in Europe; the emancipation of slaves in the United States; the emancipation of serfs ; the quest for and extension of universal male suffrage and women’s suffrage).</p> <p><b>16.11.97</b> Understand resistance to European imperialism in different world regions (e.g., the Zulu Wars in Africa, the Sepoy Rebellion in India, and the Opium Wars and Boxer Rebellion in China).</p> <p><b>16.11.98</b> Understand the origins and impact of European imperial expansion (e.g., the economic roots of imperialism; the relationship between the rise of industrial economies and imperialism and colonialism; the role of imperialist ideologies such as Social Darwinism; characteristics of European colonialism in Africa, Asia, and the Middle East).</p> <p><b>16.11.99</b> Analyze the causes and effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</p> <p><b>16.11.100</b> Understand the causes, effects, and unique features of World War I (e.g., propaganda and nationalism in mobilizing civilian population to support the war; the nature of the war, including its mechanization, weaponry, and trench warfare; human rights violations and genocide; principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes; the impact of the war on civilization).</p>

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<b>WORLD HISTORY (STANDARDS B–D)</b>		
10%	19%	24%
		<p><b>16.11.100</b> Understand the causes and consequences of the Russian Revolution of 1917 (e.g., the rise of Bolshevism; Lenin’s use of totalitarian means to maintain control; the rise of communism in Russia in response to the failure of the Czarist government; the impact of World War I on the revolution).</p> <p><b>16.11.101</b> Understand the establishment and development of the Soviet Union (e.g., the role of the Russian Revolution of 1905, the Russian Revolution of 1917, the Russian Civil War; the importance of individuals such as Lenin, Stalin, and Trotsky; the New Economic Policy; secret police and the purges).</p> <p><b>16.11.102</b> Understand the immediate and long-term political and social effects of World War I (e.g. widespread disillusionment with prewar institutions, authorities, and values after World War I; colonial rebellion and turmoil in Ireland and India, and attempts to achieve stability in Europe; the impact of the war and the resulting treaties on population changes, the international economy, and shifts in geographic and political borders of Europe and the Middle East).</p> <p><b>16.11.103</b> Understand the political, social, and economic impact of the Depression including mass unemployment; how different countries responded to the Depression, including the New Deal in the United States, Nazism in Germany, and British retrenchment.</p> <p><b>16.11.104</b> Understand how the League of Nations and treaties ending World War I addressed different groups of people (e.g., the goals and negotiating roles of world leaders; terms and influences of the Treaty of Versailles, the Fourteen Points, and the U.S. rejection of the League of Nations; how the failure of the League of Nations and terms of the Treaty of Versailles contributed to the outbreak of World War II).</p>

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>WORLD HISTORY (STANDARDS B–D)</b>		
10%	19%	24%
		<p><b>16.11.105</b> Understand the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan (e.g., German, Italian, and Japanese empire building; atrocities in China, including the 1937 “Rape of Nanking” and the Nazi-Soviet Non-Aggression Pact of 1939).</p> <p><b>16.11.106</b> Understand the causes, course, and outcome of World War II (e.g., how the failure of the League of Nations contributed to the outbreak of World War II; the role of appeasement, nonintervention, and domestic distractions in Europe and the U.S. prior to the outbreak of war; major turning points of the war, including the attack on Pearl Harbor and the battles of Midway, Kursk, Normandy, Iwo Jima, and the Battle of the Bulge; principal theaters of conflict, key strategic decisions of the war; political, diplomatic, and military leaders, including Churchill, Roosevelt, Emperor Hirohito, Hitler, Mussolini, Stalin, MacArthur, and Eisenhower; the internment of Japanese Americans and the decision to drop atomic bombs on Japan).</p>

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>WORLD HISTORY (STANDARDS B–D)</b>		
10%	19%	24%
		<p><b>16.11.107</b> Understand the Holocaust and its impact on Jewish culture and European society (e.g., Nazi policies and ideology of racial purity; the Holocaust and the murder of six million Jewish civilians; the role of the Holocaust in the context of World War II including war crimes trials at Nuremberg).</p> <p><b>16.11.108</b> Understand events in the development of the Cold War (e.g., causes of the Cold War with the free world on one side and Soviet client states on the other, including competition in such places as Egypt, the Congo, Vietnam, and Chile; uprisings in Poland [1952], Hungary [1968], and Czechoslovakia [1968]; the establishment of the Soviet bloc and Soviet control of Eastern Europe; the significance of Cold War events and conflicts, including the Cuban Missile Crisis, the Berlin Blockade and Airlift, the Berlin Wall, the Korean War, and Vietnam; the emergence of superpowers; the establishment of the North Atlantic Treaty Organization [NATO] and the Warsaw Pact; the threat of nuclear annihilation).</p>

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>WORLD HISTORY (STANDARDS B–D)</b>		
10%	19%	24%
		<p><b>16.11.109</b> Understand political and social change in the Middle East after World War II (e.g., how nationalism and conflicts developed in the Middle East; the creation of the modern state of Israel).</p> <p><b>16.11.110</b> Understand factors that brought about the political and economic transformation of Western and Eastern Europe after World War II (e.g., the importance of the Truman Doctrine and the Marshall Plan in supplying economic and military aid).</p> <p><b>16.11.111</b> Understand the purpose of political and economic organizations such as the North Atlantic Treaty Organization [NATO], the Warsaw Pact, and the European Economic Community).</p> <p><b>16.11.112</b> Identify revolutionary movements in Asia in the 20th century (e.g., characteristics of the Chinese Civil War, the rise of Mao Tse Tung, his role in the Long March, and subsequent upheavals in China, including the Great Leap and the Cultural Revolution; the role of Ho Chi Minh in French Indochina and the Vietnam War).</p> <p><b>16.11.113</b> Understand the persistence of nationalism, militarism, and civil war in the Middle East, Africa, Cambodia, and the Balkans into the late 20th century; conflict and ethnic enmity in South Africa, Northern Ireland, and Chile).</p> <p><b>16.11.114</b> Identify the collapse of the Soviet Union; analyze the impact of the collapse of the Soviet Union on Eastern Europe and describe the role of various leaders, including Gorbachev, Yeltsin, Sakharov, Solzhenitsyn and Lech Walesa.</p>

## Social Science – Goal 16

Grade 5	Grade 8	Grade 11
<b>ENVIRONMENTAL HISTORY (EMBEDDED IN STANDARDS B–D)</b>		
3%	3%	2%
<b>16.5.90</b> Identify how people in hunting and gathering societies adapted to their respective environments.	<b>16.8.95</b> Identify how competition between groups for the same land affects the environment.	<b>16.11.115</b> Understand the effect of a significant migration of people from one region to another; identify significant large migrations in history (e.g., crossing of the land bridge from Asia to North America; major immigration and refugee movements).
<b>16.5.91</b> Identify the similarities in the geographic conditions of the four river valley civilizations (Mesopotamia, Egypt, India, and China), including: fertile soil, uncertain rainfall, and disastrous floods.	<b>16.8.96</b> Identify the importance of river valleys to the development of the early civilizations and describe how people in early civilizations (Mesopotamia, Egypt, India, and China) shaped their environments during the agricultural revolution of 4000 B.C. -1000 A.D.	<b>16.11.116</b> Understand the effects of significant environmental disasters (extreme drought, nuclear accidents, hurricanes, earthquakes, monsoons) and attempts to mitigate them (improved weather prediction, increased regulations concerning hazardous materials).
<b>16.5.92</b> Identify the environmental factors that drew settlers to Illinois and the surrounding region.	<b>16.8.97</b> Identify how early settlers in Illinois and the U.S. adapted to, used and changed the environment prior to 1818.	<b>16.11.117</b> Identify the effect of environmental regulations on the property rights of individuals. Understand the long-term effects (to modern times) of the industrial revolution on the environment.
<b>16.5.93</b> Identify the influence of individuals and events associated with the development of the conservation movement in the U.S., including: John Muir, Theodore Roosevelt and the creation of the U.S. National Park System.	<b>16.8.98</b> Identify environmental factors that influenced the development of transportation and trade in Illinois, including the growth of Chicago on the Mississippi River.	<b>16.11.118</b> Understand global environmental issues such as climate change and the ways in which countries have cooperated to address them.
<b>16.5.94</b> Distinguish between renewable and nonrenewable resources.	<b>16.8.99</b> Analyze the effects of a significant invention or technological innovation on the physical and cultural environment of one of the world’s regions, including: the wheel, canals and railroads.	<b>16.11.119</b> Analyze the relationship between political and environmental causes of famine.

## Social Science – Goal 16

### Grade 5

### Grade 8

### Grade 11

#### ILLINOIS HISTORY: EVENTS, TRENDS, AND INDIVIDUALS (EMBEDDED IN STANDARDS B–D)

4%	2%	2%
<p><b>16.5.95</b> Identify significant historical events and individuals in Illinois history, including: the Illini; French colonization; the French and Indian War; George Rogers Clark and the American Revolution; Jean-Baptist-Point DuSable and the origins of Chicago; the War of 1812 and the Massacre at Fort Dearborn; Erie Canal immigration; the Blackhawk War of 1832; the introduction of railroads; Abraham Lincoln, Ulysses S. Grant, and the Civil War; the founding of University of Illinois in 1867; the Great Chicago Fire of 1871; Cyrus McCormick; John Deere; Jane Addams' Hull House; the 1893 World's Fair; Illinois citizens see the world in World War I; Prohibition and crime in the Roaring 20s; Depression; Illinois industry and the atomic bomb in World War II; ; the Illinois experience with the civil rights movement; highway, rail, and air transportation in Illinois; the global economy; the development of Chicago as a major center for trade.</p>	<p><b>16.8.100</b> Identify significant historical events and individuals in Illinois history, including: Cahokia; environmental changes made by early settlers; French explorers (e.g., Jacques Marquette, Louis Joliet, and Robert Cavelier La Salle; the Northwest Ordinance of 1787 and Louisiana Purchase of 1803; the Mormons; the Galena lead mines; labor strife in the late 1800s; the Pullman strike; the roaring 20s; the significance of “Rosie the Riveter” the great migration from the south in World War II; Marshall Field; Joseph McCormick; the Chicago Tribune and Thomas Dewey as winner; Martin Luther King and the civil rights movement in Illinois; the opening of the St. Lawrence seaway in 1959; protests against the Vietnam War; the significance of the 1973 Sears Tower (then the world's tallest); the growth of minority voter populations; Illinois and global economy.</p>	<p><b>16.11.120</b> Identify significant historical events and individuals in Illinois history, including: Gilded Age contrasted with labor and women's movements; Democratic-affiliated urban areas and Republican suburbs in the 20th century; growing multiethnicity across Illinois; Reagan from Illinois (Dixon) ; change from “rust belt” to service economy in Illinois; Mayor Richard Daley ; rights of protesters; industry moving out of cities.</p>

## Social Science – Goal 17

Grade 5	Grade 8	Grade 11
<b>PLACES, REGIONS, AND FEATURES ON THE EARTH (STANDARD A)</b>		
5%	4%	5%
<b>17.5.01</b> Use map and globe skills to compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate and natural hazards.	<b>17.8.01</b> Use maps to interpret the economic, physical, and political geography of regions, states and countries.	<b>17.11.01</b> Illustrate the spatial dynamics of contemporary and historical events (e.g., interpret data from a map of the spread of the Black Plague in Europe or the spread of radiation from the Chernobyl accident in the former Soviet Union).
<b>17.5.02</b> Use maps and other geographic representations and instruments to identify: the continents, the oceans, major American rivers and lakes, the 50 states and their capitals and major world capitals.	<b>17.8.02</b> Use maps and other geographic representations and instruments to gather and interpret information about people, places and environments, including: the continents, the oceans, major American rivers and lakes, the 50 states and their capitals, and major world capitals.	<b>17.11.02</b> Interpret maps, tables, graphs, charts and diagrams to depict current world events, including maps showing changing political boundaries.
<b>17.5.03</b> Identify map features and evaluate the usefulness of different geographic representations for different purposes.	<b>17.8.03</b> Demonstrate understanding of latitude and longitude.	<b>17.11.03</b> Interpret maps, tables, graphs, charts and diagrams that depict current world events, including maps showing changing political boundaries.
<b>17.5.04</b> Identify how major urban centers in Illinois are connected to each other and to the United States, including transportation arteries and communications systems.	<b>17.8.04</b> Develop maps and flowcharts showing major patterns of movement of people and commodities (e.g., international trade in petroleum).	<b>17.11.04</b> Evaluate specific technologies to determine their usefulness in analyzing selected geographic problems, including aerial photographs and satellite-produced imagery.
<b>17.5.05</b> Know the difference between absolute and relative location.	<b>17.8.05</b> Identify how current atlases are organized and locate the most appropriate maps and graphics in an atlas to answer specific questions about geographic issues, including topography and transportation routes.	
<b>17.5.06</b> Identify time zones and explain why there are different time zones in different parts of the world.	<b>17.8.06</b> Identify/define various climactic regions, including: desert, tropic, sub tropic, and tundra.	
<b>17.5.07</b> Locate places using cardinal directions.	<b>17.8.07</b> Understand the function and identify the location of the international dateline.	
	<b>17.8.08</b> Locate places based on cardinal and ordinal directions, latitude and longitude, the equator, prime meridian, the tropics, the hemispheres, time zones, and the international dateline.	

## Social Science – Goal 17

Grade 5	Grade 8	Grade 11
<b>EARTH'S PHYSICAL SYSTEMS (STANDARD B)</b>		
4%	5%	3%
<b>17.5.08</b> Understand the relationship between plants and animals in a local ecosystem.	<b>17.8.09</b> Identify various ecosystems, including desert, prairie, flood plain, forest, and tundra.	<b>17.11.05</b> Understand the demography of major U.S. regions.
<b>17.5.09</b> Define and distinguish among rural, urban and suburban areas.	<b>17.8.10</b> Identify the major crops and/or agricultural outputs of U.S. state and regional economies.	<b>17.11.06</b> Evaluate global environmental changes to determine whether the changes are a result of human actions, natural causes or both.
<b>17.5.10</b> Understand how and why people alter the physical environment to meet their needs by: tree-cutting, mining and raising food.	<b>17.8.11</b> Identify how physical and human processes shape spatial patterns including erosion, agriculture and settlement.	<b>17.11.07</b> Analyze the global distribution of natural resources to determine the relationship of resource availability to international problems.
	<b>17.8.12</b> Identify how erosional agents (e.g., water and ice) produce distinctive landforms (e.g., badlands and glacial valleys).	<b>17.11.08</b> Predict the effects of an extreme weather phenomenon on the physical environment (e.g., a hurricane’s impact on a coastal ecosystem).
		<b>17.11.09</b> Understand the ocean circulation system and the way it affects world climate patterns.
		<b>17.11.10</b> Identify the patterns of features associated with the margins of tectonic plates such as earthquake zones and volcanic activity (e.g., San Andreas fault, “Ring of Fire”).

## Social Science – Goal 17

Grade 5	Grade 8	Grade 11
<b>GEOGRAPHY AND SOCIETY (STANDARD C)</b>		
5%	5%	5%
<p><b>17.5.11</b> Identify resources whose value has changed over time as technology has changed (e.g., coal).</p>	<p><b>17.8.13</b> Identify the causes for different patterns in population density.</p> <p><b>17.8.14</b> Identify the basic aspects of cultures in major continental regions and world capitals and understand their relationship to the region, country or city’s geography.</p> <p><b>17.8.15</b> Identify patterns of natural resource distribution (e.g., petroleum, timber) in various regions of the U.S. and the world</p> <p><b>17.8.16</b> Compare the causes and effects of natural hazards that occur in Illinois with those occurring in other states.</p> <p><b>17.8.17</b> Identify the relationships among location of resources, population distribution and economic activities, including: transportation, trade and communications.</p> <p><b>17.8.18</b> Identify ways that human behavior could be changed to ameliorate specific environmental problems (e.g., reducing litter, altering fishing patterns).</p>	<p><b>17.11.11</b> Identify different land use areas within cities in Illinois and the United States (residential, commercial, and recreational).</p> <p><b>17.11.12</b> Identify how the uneven distribution of resources can result in global conflict and cooperation among nations.</p> <p><b>17.11.13</b> Examine print and nonprint media reports to determine regional differences in environmental problems.</p> <p><b>17.11.14</b> Understand the relationship between national identity and geography; identify border conflicts from history and in contemporary society.</p>

## Social Science – Goal 17

Grade 5	Grade 8	Grade 11
<b>GEOGRAPHY AND HISTORY (STANDARD D)</b>		
4%	4%	5%
<p><b>17.5.12</b> Understand how the physical geography of a place can help or hinder the development of human settlement or civilization [e.g., natural boundaries (e.g., oceans, mountains or deserts); the presence or absence of water, fertile soil, rainfall, or flooding].</p> <p><b>17.5.13</b> Interpret the geographic history of a place from a variety of sources, including: oral interviews, maps, photographs and public records.</p> <p><b>17.5.14</b> Identify the historical, cultural, economic and geographic factors that led to the formation of distinct regional identities in the United States.</p>	<p><b>17.8.19</b> Compare and contrast historical and contemporary depictions of the same place using a variety of sources, including: landscape paintings, photographs, and maps.</p>	<p><b>17.11.15</b> Identify how human characteristics of a place are influenced by acculturation (e.g., Spanish culture in Middle and South America and the Southwestern U.S.).</p> <p><b>17.11.16</b> Identify in terms of economic and social factors examples of the major population movements in U.S. and world history.</p> <p><b>17.11.17</b> Identify how the human use of resources has changed over time and how these changes have affected settlement patterns (e.g., discovery of gold in California and Alaska).</p>

## Social Science – Goal 17

Grade 5	Grade 8	Grade 11
<b>ILLINOIS GEOGRAPHY (EMBEDDED IN STANDARDS A–D)</b>		
4%	2%	2%
<b>17.5.15</b> Analyze how the physical features of Illinois have affected the settlement patterns of the state (e.g., rivers, valleys, and prairies).	<b>17.8.20</b> Identify Illinois geographical advantages.	<b>17.11.18</b> Use data to explain Illinois migration patterns for humans and wildlife.
<b>17.5.16</b> Use maps and geographic data to compare and make decisions about people, places, and environments in Illinois.	<b>17.8.21</b> Compare past and present human settlement patterns in Illinois in relation to geography.	<b>17.11.19</b> Interpret demographic data for Illinois.
<b>17.5.17</b> Identify natural resource locations, human settlement patterns, and transportation networks in Illinois.	<b>17.8.22</b> Understand why some wildlife is increasing in suburban and urban Illinois.	<b>17.11.20</b> Identify reasons for and consequences of levee building and deep tunnel projects in Illinois.
<b>17.5.18</b> Identify sources of pollution and effects of erosion on Illinois' environment.	<b>17.8.23</b> Compare Illinois satellite imagery to maps and aerial photographs.	
<b>17.5.19</b> Identify the relationship of population to place in Illinois.	<b>17.8.24</b> Identify components of Illinois' ecosystem, including human populations.	
<b>17.5.20</b> Identify Illinois' often violent weather in spring.	<b>17.8.25</b> Identify effects of suburban sprawl and the St. Lawrence seaway on the Illinois ecosystem.	
<b>17.5.21</b> Locate Illinois in relation to the equator and time zones.		

## Social Science – Goal 18

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### Grade 5

### Grade 8

### Grade 11

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#### CULTURE (DISTRIBUTED THROUGHOUT THE OTHER GOALS)

**18.5.01** Define “culture” and describe ways in which it can be expressed (e.g., art, architecture, literature, music, language, etc.) and transmitted (e.g., migration, trade, war, etc.).

**18.5.02** Identify significant figures of early American folklore, literature, art and music, including: Johnny Appleseed, John Copley, Washington Irving and James Fennimore Cooper.

**18.5.03** Identify significant advances in technology to world and U.S. history and inventors associated with each, including: the steam engine (Watt), TNT (Nobel), and the electric light (Edison).

**18.8.01** Identify the influence of European and African music on early and enduring American Music forms (e.g., country, jazz, blues, and rhythm and blues).

**18.8.02** Identify significant advances in science to world and U.S. history in several different fields, including: medical science and the prevention of disease (e.g., the discoveries of Edward Jenner, Louis Pasteur, and Jonas Salk), biology and heredity (e.g., works of Charles Darwin and Gregor Johann Mendel), chemistry (e.g., Dmitri Ivanovich Mendeleev and the Periodic Table), and atomic energy (e.g., contributions of Marie Curié, Albert Einstein, and Robert Oppenheimer).

**18.11.01** Identify examples of how culture is transmitted and preserved through language, literature and the arts.

**18.11.02** Identify the causes and effects of major literary and cultural movements in U.S. history, including: romanticism, the Harlem Renaissance and the Lost Generation.

**18.11.03** Understand the positive (e.g., improvements in human health, greater efficiencies in energy) and negative (e.g., new forms of hazardous waste, more potent weaponry) effects of advances in scientific knowledge to world and U.S. history and identify the moral and philosophical issues raised by scientific progress (e.g., differences among scientific perspectives, potential uses and misuses of scientific advancements).

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## Social Science – Goal 18

### Grade 5

### Grade 8

### Grade 11

#### INDIVIDUALS AND GROUPS IN SOCIETY (DISTRIBUTED THROUGHOUT THE OTHER GOALS)

**18.5.04** Compare and contrast the role of individual citizens and groups of citizens organized for a specific purpose.

**18.5.05** Compare and contrast the needs of society and the wants and needs of individuals.

**18.5.06** Identify the basic features of significant social movements and events from history, including: westward expansion before and after the Civil War and the significance of the words, “Go west, young man;” the abolitionist movement; the Civil Rights Movement before and since the Civil War; significant immigrations before and since the Civil War; the women’s suffrage movement.

**18.8.03** Identify how interactions among people can effect social change (e.g., Colonizers and colonized, Peace Corps).

**18.8.04** Identify how social organizations in civil society can influence the preservation and transmission of culture.

**18.8.05** Identify the various purposes of different kinds of social institutions (e.g., not-for-profit, corporate, governmental, and educational).

**18.8.06** Understand the development of public education in the U.S., including the role of Horace Mann.

**18.8.07** Understand the basic causes, course, and impact of significant social movements and events from history, and related legislation (where applicable), including: westward expansion before and after the Civil War and the significance of the words, “Go west, young man;” the Gold Rush and the Homestead Act; the abolitionist movement; the birth of the Civil Rights Movement (e.g., roles of Tuskegee Institute and Booker T. Washington, the NAACP and W.E.B. DuBois); significant immigrations before and since the Civil War; the women’s suffrage movement; the Civil Rights Movement in the 20th century.

**18.11.04** Compare the effectiveness of governmental and nongovernmental organizations in addressing societal problems.

**18.11.05** Compare the role and effectiveness of social institutions in other countries to those in the U.S. (e.g., schools, relief agencies).

**18.11.06** Compare the ways that different social organizations address the same problem (religious, nonprofit, community groups).

**18.11.07** Trace the origins, events and consequences of major U.S. social movements, including: Temperance movement, Social Gospel, the religious origins of the civil rights movement, the organized labor movement, women’s suffrage movement (Susan B. Anthony) and the “women’s movement” of the 1960’s and 70’s.

**18.11.08** Understand major contemporaneous social issues and the groups involved (e.g., the role of feminist movements; the persistence of poverty, welfare, crime and other social issues; the response of federal, state, and local governments toward such social issues; changing roles of women in society and changing family structures; impact of controversies associated with environmental conservation, the expansion of National Park system, and the development of environmental protection laws; the interaction between environmental protection agencies and property rights advocates).

## Social Science – Goal 18

Grade 5	Grade 8	Grade 11
<b>DEVELOPMENT OF SOCIAL SYSTEMS (DISTRIBUTED THROUGHOUT THE OTHER GOALS)</b>		
<b>18.5.07</b> Understand the impact of changes in production and population on social systems, including the shifts between hunting and gathering, agricultural, and industrial societies.	<b>18.8.08</b> Identify how individual citizens, groups of citizens and government can cooperate to solve important social problems.	<b>18.11.09</b> Identify major cultural exchanges of the past, including: the Silk Road, the Crusades, and the Columbian exchange.
<b>18.5.08</b> Define “slavery” and identify its existence and elimination in the U.S.	<b>18.8.09</b> Define “slavery” and “serfdom” and identify examples of these practices from history and efforts to eradicate them throughout the world.	<b>18.11.10</b> Analyze how the ideals of the founding of the United States have since influenced the development of a multicultural society.
	<b>18.8.10</b> Differentiate characteristics of pre-industrial, industrial, and post-industrial societies.	<b>18.11.11</b> Understand the social impacts and societal consequences of slavery in the United States.
		<b>18.11.12</b> Understand the contributions of indigenous and immigrant cultures to the commonly-shared culture of the U.S.
		<b>18.11.13</b> Identify historically significant people who have contributed to the development of democratic ideals in the U.S.

## Social Science – Goal 18

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### Grade 5

### Grade 8

### Grade 11

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#### **SOCIAL SYSTEMS IN ILLINOIS (DISTRIBUTED THROUGHOUT THE OTHER GOALS)**

**18.5.09** Examine an Illinois picture or story to identify the beliefs or ideals it conveys (e.g., pioneer, Abraham Lincoln, Ulysses S. Grant, the Chicago skyline, a Carl Sandburg poem, and Illinois sports and music).

**18.5.10** Identify social groups active in local communities (e.g., churches, mosques, museums, community theaters, “friends of the park” organizations, etc.).

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**18.8.11** Identify sources of cultural diversity in Illinois architecture, music, religious groups, clubs, and art.

**18.11.14** Analyze the effects of cultural change on Illinois (i.e., immigration, automobile transportation, television, music, religions, charities, art, and architecture).