

Urbana School District #116
FIFTH GRADE CORE EXPECTATIONS

SOCIAL SCIENCES

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

State Standard	District Core Expectations
14A: Understand and explain basic principles of the United States government.	NA
14B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.	<ul style="list-style-type: none"> • Explain the New Deal and how it helped put people back into the work force. • Explain what happened to Japanese Americans during the war. • Describe the Holocaust and the treatment of the Jewish people. • Explain the purpose of the United Nations. • Explain why winning the space race was important.
14C: Understand election processes and responsibilities of citizens.	<ul style="list-style-type: none"> • Explain why the right to vote was important to African Americans. • Explain the concept of “separate but equal.”
14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	<ul style="list-style-type: none"> • Describe some of the events that led up to the Civil War. • Describe efforts made by the US government to rebuild the South after the Civil War. • List some political reasons immigrants may have wanted to come to the United States
14E: Understand United States foreign policy as it relates to other nations and international issues.	<ul style="list-style-type: none"> • Describe the League of Nations and explain why it was formed.
14F: Understand the development of United States political ideas and traditions.	<ul style="list-style-type: none"> • Describe Watergate and how it changed America. • Explain why the US government felt it important to become involved in the Vietnam War.

Illinois State Goal 15: Understand economic systems, with an emphasis on the United States.

State Standard	District Core Expectations
15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	<ul style="list-style-type: none"> • Explain how the practice of slavery influenced the US economy. • Compare and contrast the practice of share cropping with that of slavery. • Explain how inventions and entrepreneurship lead to economic change. • Describe the economic impact of immigrants coming to the United States. • Describe the economic effects the Dust Bowl and the Stock Market crash had on the US economy. • Explain how the Great Migration changed and influenced the economy. • Explain how the contributions of women contributed to the war effort. • Describe some of the economic effects of the Cold War. • Explain how boycotts helped further the cause of Civil Rights.
15B: Understand that scarcity necessitates choices by consumers.	NA
15C: Understand that scarcity necessitates choices by producers.	<ul style="list-style-type: none"> • Define unemployment.
15D: Understand trade as an exchange of goods or services,	<ul style="list-style-type: none"> • Explain how boycotts helped further the cause of Civil Rights.
15E: Understand the impact of government policies and decisions on production and consumption in the economy.	<ul style="list-style-type: none"> • Describe the effects of the rise in technology on the war. • Discuss the effect World War I had on the US economy. • Describe the economic effects the Dust Bowl and the Stock Market crash had on the US economy.

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

State Standard	District Core Expectations
16A: Apply the skills of historical analysis and interpretation	<ul style="list-style-type: none"> • Describe some of the events that led up to the Civil War. • Explain why World War I was called “the war to end all wars.” • Explain how the euphoria of the 20’s left people unprepared for the Great Depression. • List some of the causes of the Great Depression. • Name several leaders of the Civil Rights movement and how they contributed to gaining civil rights. • Define the term “civil rights”. • Give examples of discrimination. • Discuss how the role of women in the home and workplace evolved and changed.

16B: Understand the development of significant political events.	<ul style="list-style-type: none"> • Describe some of the events that led up to the Civil War. • Explain what led to the United States' involvement in World War II. • Describe the arms race. • Describe the space race. • Name several leaders of the Civil Rights movement and how they contributed to gaining civil rights. • Define the term "civil rights". • Give examples of discrimination. • Discuss how the role of women in the home and workplace evolved and changed.
16C: Understand the development of economic systems.	<ul style="list-style-type: none"> • Tell how the personal computer and other advances in technology changed America. • Explain how boycotts helped further the cause of Civil Rights.
16D: Understand Illinois, United States and world social history.	<ul style="list-style-type: none"> • Describe how life changed after the invention of the telephone and the automobile.
16E: Understand Illinois, United States and world environmental history.	<ul style="list-style-type: none"> • Describe how life changed after the invention of the telephone and the automobile

Illinois State Goal17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

State Standard	District Core Expectations
17A: Locate, describe and explain places, regions and features on the Earth.	<ul style="list-style-type: none"> • Describe basic geographic concepts such as latitude, longitude, absolute and relative locations, and cardinal directions. • Locate states of the United States on a map and name their abbreviations.
17B: Analyze and explain characteristics and interactions of the Earth's physical systems.	<ul style="list-style-type: none"> • Compare and contrast the geography of the United States and other countries.
17C: Understand relationships between geographic factors and society.	<ul style="list-style-type: none"> • Explain why countries in Eastern Europe became communist and Western European nations did not.
17D: Understand the historical significance of geography.	<ul style="list-style-type: none"> • Identify, locate, and describe major geographic/political features of the Civil War. • Explain why US leaders wanted more territories abroad. • Identify locations that were key in WWI. • Explain how the geography of the Great Plains contributed to the Dust Bowl. • Locate on a world map the Allied and Axis countries. • Find locations on a map where important events of World War II occurred. • Name the countries involved in the space and arms races. • Find on a map the states that were segregated. • Describe the break up of the Soviet Union and the new countries created from it.

Illinois State Goal 18: Understand social systems, with an emphasis on the United States.

State Standard	District Core Expectations
18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	<ul style="list-style-type: none">• Tell how the personal computer and other advances in technology changed America.• Describe how life changed after the invention of the telephone and the automobile.
18B: Understand the roles and interactions of individuals and groups in society.	<ul style="list-style-type: none">• Name several leaders of the Civil Rights movement and how they contributed to gaining civil rights.• Define the term “civil rights”.
18C: Understand how social systems form and develop over time.	<ul style="list-style-type: none">• Discuss how the role of women in the home and workplace evolved and changed.

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