

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★
SOCIAL STUDIES

© 2005

to the

Illinois
Social Science
Assessment Framework
Grade Five



G/SS-32

Scott Foresman Social Studies

This document demonstrates how **Scott Foresman Social Studies** supports the Illinois Social Science Assessment Framework for Grade Five. Correlation page references are to the Teacher's Edition and associated Student Edition for *The United States* unless otherwise noted.

Scott Foresman is pleased to introduce our new **Scott Foresman Social Studies (K-6)**, the social studies program that helps every child become an active, involved, and informed citizen.

Content

Scott Foresman Social Studies content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Accessibility

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

Motivation

Scott Foresman Social Studies is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

Accountability

Scott Foresman Social Studies provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

**Scott Foresman Social Studies—*The United States*
to the
Illinois Social Science Assessment Framework
Grade Five**

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
Social Science – Goal 14	
U.S. GOVERNMENT (STANDARD A)	
14.5.01 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.	E12-E13, E14-E15, 6-11, 296-300, 344-350, 352-355, R26-R29, R30-R52
14.5.02 Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.	2-3, 4-5, 6-11, 14-17, 310-311, 344-350, 352-355, 424-425, 642-648
14.5.03 Understand why the Bill of Rights was added to the Constitution.	354
POLITICAL SYSTEMS (STANDARD B)	
14.5.04 Identify the three branches of government as outlined in the Constitution and identify their functions and relationships.	14-17, 228-343, 344-350, 352-355, 362-366, R30-R52
14.5.05 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).	E12-E13, 10, 14-17, 344-350, 352-355, R30-R52
14.5.06 Identify the structure of one’s city or town government.	Can be developed from 14-17

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
ELECTION PROCESSES AND CITIZEN RESPONSIBILITIES (STANDARD C)	
14.5.07 Identify the rights and obligations of citizenship in a representative democracy.	E12-E13, 14-17
14.5.08 Identify the ways in which one can become a U.S. Citizen.	E12-E13
ROLES OF INDIVIDUALS AND INTEREST GROUPS (STANDARD D)	
14.5.09 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.	Can be developed from 14-17, 344-350, 352-355
U.S. FOREIGN POLICY (STANDARD E)	
14.5.10 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.	348-349, 373, 382-384, 402-406, 432-435, 554-557, 578-582, 608-614, 624-630, 636-641, 650-655, 658-667, R30-R52
14.5.11 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.).	370-377, 430-435, 438-441, 442-445
14.5.12 Identify the policy of Indian removal and be able to define "trail of tears" as it relates to the resettlement of the Cherokee Indians.	405-406

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
14.5.13 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).	554-557, 578-579
14.5.14 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.	578-582
14.5.15 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.	608-611
14.5.16 Using World War I as an illustrative example, understand why nations sign peace treaties.	608-611
U.S. FOREIGN POLICY (STANDARD E)	
14.5.17 Identify Pearl Harbor as the event that prompted the U.S. to enter World War II.	624-626
14.5.18 Identify Allied and Axis powers during World War II and describe the wartime goals of each.	624-630
14.5.19 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.	636-641, 650-655, 658-659
14.5.20 Identify basic foreign policy strategies of the U.S. during the Cold War, and the formation of alliances (e.g., NATO), and Warsaw Pact.	636-641, 650-655, 658-659

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
14.5.21 Identify areas of U.S. foreign policy involvement since the end of the Cold War era.	660-667
U.S. POLITICAL IDEAS AND TRADITIONS (STANDARD F)	
14.5.22 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.	Representative Pages: E12-E15, E16, 7, 11, 15, 17, 175, 181, 270, 298, 299, 324-325, 345, 365-366, 371, 388-389, 402, 433, 662, R18-R21
14.5.23 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.	11, 338-339, 672-673
14.5.24 Identify the significance of major U.S. holidays, including: Independence Day, President’s Day, Veteran’s Day, Memorial Day, and Martin Luther King Day.	E12,-E13, 133, 296-300, 362-366, 483, 574, 611, 642-644, 645, 662-663
ILLINOIS POLITICAL SYSTEMS (EMBEDDED IN STANDARDS A–D, F)	
14.5.25 Identify roles and functions of Illinois state and local governments.	<i>The United States:</i> Can be developed from 14-17 <i>Illinois:</i> 268-269, 270-271
14.5.26 Identify the rights of Illinois citizens.	<i>The United States:</i> Can be developed from E12-E13, 14-17 <i>Illinois:</i> 277
14.5.27 Identify how individuals can change Illinois government policies.	<i>The United States:</i> Can be developed from 14-17 <i>Illinois:</i> 278, 279

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
ECONOMIC SYSTEMS (STANDARD A)	
15.5.01 Identify the functioning of a free market economy in which producers make the goods and services that consumers want.	E4-E5, 18,22
15.5.02 Define unemployment.	619
15.5.03 Identify the differences between an industrial and an agricultural economy.	205, 408-413, 464-465, 562-567
15.5.04 Define free enterprise; understand that markets exist wherever buyers and sellers exchange goods and services.	E4-E5, 18-22
15.5.05 Define specialization; understand why people specialize in different trades.	20, 67, 202-205, 617
SCARCITY AND CONSUMERS (STANDARD B)	
15.5.06 Understand that consumers make choices in an environment of limited resources and understand why people are both consumers and producers.	E4-E5, 18-22
15.5.07 Define the concept of supply and demand and describe how changes in supply and demand affect prices of specific products.	E4-E5, 18-22, 67
15.5.08 Identify the impact of changes in the quantity of goods/services purchased (demand) on their price.	18-22
15.5.09 Identify the impact of changes in the price of goods/services on the quantity purchased (demand).	18-22

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
SCARCITY AND PRODUCERS (STANDARD C)	
15.5.10 Identify the productive resources (human, natural and capital) used in the production of good and services.	18-22
15.5.11 Identify the choices made by producers when productive resources are scarce.	18-22
15.5.12 Define what economists mean by “productivity.”	18-22
15.5.13 Understand the impact of changes in the quantity or goods/services supplied (supply) on its price.	18-22
15.5.14 Understand the impact of changes in price of a good/service on the quantity supplied (supply).	18-22
15.5.15 Identify how entrepreneurs take risks in order to produce goods or services and make a return on an investment.	18-22
TRADE (STANDARD D)	
15.5.16 Understand the concept of barter and other exchanges that individuals make with and without money.	102-103, 106-109, 113, 202-206, 373
GOVERNMENT AND THE ECONOMY (STANDARD E)	
15.5.17 Identify government policies that protect property rights, enforce contracts, and discourage/encourage competition.	342, 408-413, 538-541, 564-467
15.5.18 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).	Can be developed from 18-22

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
15.5.19 Identify governments as the providers of public goods and services (e.g., schools, roads, and fire protection).	Can be developed from 571, 620
15.5.20 Know that governments establish and collect taxes in order to provide services.	Can be developed from 14-17, 348-349
15.5.21 Know that governments establish and use budgets.	Can be developed from 14-17, 348-349
15.5.22 Know that governments is responsible for establish monetary systems (e.g., coinage and currency).	181, 340
ILLINOIS ECONOMIC SYSTEMS (EMBEDDED IN STANDARDS A–E)	
15.5.23 Understand how the law of supply and demand affects prices for Illinois industrial and agricultural products.	<i>The United States:</i> Can be developed from 18-22 <i>Illinois:</i> 289
15.5.24 Identify goods and services produced in Illinois.	<i>The United States:</i> Can be developed from 408-413, 546-552, 562-567 <i>Illinois:</i> 246
15.5.25 Identify division of labor and interdependence in the Illinois economy.	<i>The United States:</i> Can be developed from 18-22 <i>Illinois:</i> 246, 291
15.5.26 Understand how decisions about education and careers reflect incomes in Illinois.	<i>The United States:</i> Can be developed from 572-574, 619, 666 <i>Illinois:</i> 293

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
Social Science – Goal 16	
HISTORICAL ANALYSIS AND INTERPRETATION (STANDARD A)	
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.	Representative Pages: 46-47, 48-49, 116-117, 119, 123, 126-1127, 128-129, 130-131, 194-195, 196-197, 260-261, 262-263, 330-331, 332-333, 394-395, 396-397, 456-457, 458-459, 534-535, 594-595
16.5.02 Identify primary sources.	Representative Pages: H4-H5, 2-3, 46-47, 126-127, 135, 194-195, 219, 260-261, 284-285, 287, 292, 327, 330-331, 391, 394-395, 456-457, 524-424, 430-531, 594-595
16.5.03 Interpret tables, charts and graphs that represent simple historical, social, political, geographic and economic data.	Representative Pages: 12-13, 20, 58-59, 136, 161, 181, 225, 347, 354, 410, 443, 465, 466, 493, 519, 570, 647, 686, 688, 690
16.5.04 Understand “point of view;” distinguish fact from opinion in historical narratives.	174-175, 187, 222-223, 310-311, 368-369, 405-406, 464-467, 468-469, 554-557, 576-577
16.5.05 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.	150, 206-207, 213, 224-227, 418, 422-423, 466-467, 468-469, 470-474, 475, 476-481

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
<p>16.5.06 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>E2-E3, 156-162, 163, 164-167, 168-173, 176-182, 183, 184-185, 202-207, 210-214, 215, 216-220, 224-227</p>
<p>16.5.07 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>148-150, 159-162, 164-167, 168-173, 176-182</p>
<p>16.5.08 Identify competing nations and their interests in North America before the American Revolution.</p>	<p>144, 146-150, 164-167, 176-182, 232-236, 240-245</p>
<p>16.5.09 Identify the causes of the American Revolution, including: resistance to imperial policy, the Stamp Act, and taxes on tea.</p>	<p>264-265, 268-273, 276-282</p>
<p>16.5.10 Identify the significance of the First and Second Continental Congresses and the Committee of Correspondence.</p>	<p>278, 281, 297</p>
<p>16.5.11 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.</p>	<p>221, 262-263, 277, 283, 296-300, 301</p>
<p>16.5.12 Define “confederation” and explain that the states formed a confederation during the American Revolution under the Articles of Confederation.</p>	<p>338-343</p>

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
U.S. HISTORY (STANDARDS B–D)	
16.5.13 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.	334-350
16.5.14 Identify the first and second presidencies and identify the establishment of the national capitol in Washington, D.C.	362-366
16.5.15 Identify the basic facts and implications of the Louisiana Purchase.	373-376, 377
16.5.16 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.	374-376, 377, 398-399, 430-436, 437, 438-441, 442-445
U.S. HISTORY (STANDARDS B–D)	
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.”	380-384, 388-389
16.5.18 Identify the presidency of Andrew Jackson and identify “spoils system,” “kitchen cabinet,” and “common. man.”	404, 407

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
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.	434-436
16.5.20 Identify early western migration from the perspective of settlers and Native Americans.	372-276, 381, 385, 405-406, 430-435, 438-441, 442-445
16.5.21 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).	404, 416, 419, 612
16.5.22 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.	466-467, 468-469, 470-474, 475, 478, 480-481
U.S. HISTORY (STANDARDS B–D)	
16.5.23 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).	466-467, 468-469, 470-474, 476-482
16.5.24 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.	464-467, 470-474, 476-482

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
<p>16.5.25 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>458-459, 461-461, 483, 484-487, 492-496, 497, 498-503, 506-511</p>
<p>16.5.26 Identify Civil War events from the point of view of northern and southern troops, leaders, and civilians.</p>	<p>460-461, 464-467, 468-469, 470-474, 476-482, 484-487, 489, 492-496, 498-503, 506-511, 516-521</p>
<p>16.5.27 Define “Reconstruction” and describe the consequences of Abraham Lincoln's assassination for the reconstruction of the southern states after the Civil War.</p>	<p>516-521</p>
<p>16.5.28 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>554-557</p>
<p>U.S. HISTORY (STANDARDS B–D)</p>	
<p>16.5.29 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>538-541, 546-552, 562-567</p>

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
<p>16.5.30 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>	532-533, 562-567
<p>16.5.31 Identify life in the North and South in the late 19th century from the point of view of an African American.</p>	516-521
<p>16.5.32 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>	10, 530-531, 568-574
U.S. HISTORY (STANDARDS B–D)	
<p>16.5.33 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>	578-581, 584-585
<p>16.5.34 Identify the Progressive movement and the ways in which it sought to reform American society.</p>	602-603
<p>16.5.35 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>	608-614

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
16.5.36 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.	619, 621-622
16.5.37 Identify the purpose and major features of the New Deal, including: the creation of jobs to ease unemployment, public works projects, and Social Security.	620
U.S. HISTORY (STANDARDS B–D)	
16.5.38 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.	624-630
16.5.39 Identify the Holocaust and the Allies' response to the Holocaust and war crimes.	628
16.5.40 Identify the impact of World War II on civilians, including: women, African Americans, and Japanese Americans.	626-627
16.5.41 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.	642-644, 645, 656

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
WORLD HISTORY (STANDARDS B–D)	
16.5.42 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).	<i>The World:</i> 34-39, 40-43, 45-46, 48-50, 78-81, 84-87, 89-90, 100-103, 106-112, 122-127, 128-134
16.5.43 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).	<i>The World:</i> 78-83, 84-87, 89-90, 91, 92-93
16.5.44 Identify the development of alphabets and writing systems in Mesopotamia, Egypt, and the Indus Valley.	<i>The World:</i> 43, 86, 130
16.5.45 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.	<i>The World:</i> 252-256, 260-264

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
WORLD HISTORY (STANDARDS B–D)	
16.5.46 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.	<i>The World:</i> 261
16.5.47 Identify basic contributions of ancient Greece to civilization in poetry, philosophy, literature, architecture, and mathematics.	<i>The World:</i> 252-256, 257, 260-264, 265, 270-271
16.5.48 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).	<i>The World:</i> 266-269
16.5.49 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.	<i>The World:</i> 276-279, 282-287, 288-292
16.5.50 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.	<i>The World:</i> 282-287, 288-292
16.5.51 Understand that Christian beliefs are based on the teachings of Jesus of Nazareth; identify the basic teachings of Christianity.	<i>The World:</i> 294-297

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
16.5.52 Understand that Christianity developed from a forbidden belief to the state religion of the Roman Empire.	<i>The World:</i> 294-297
16.5.53 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.	<i>The United States:</i> 102-104 <i>The World:</i> 106-112, 114-117, 350-355
WORLD HISTORY (STANDARDS B–D)	
16.5.54 Identify Confucius as a philosopher who founded Confucianism, a code of ethical conduct for people to follow in their daily lives.	<i>The World:</i> 114-117
16.5.55 Identify contributions of Indian civilization to religion, philosophy, art and architecture, and literature.	<i>The World:</i> 128-134, 136-139, 140-143, 346-349
16.5.56 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”).	<i>The World:</i> 140-143
16.5.57 Identify the basic teachings of Hinduism.	<i>The World:</i> 136-139
16.5.58 Identify at least one significant Roman accomplishment in architecture, warfare, technology, engineering, and law.	<i>The World:</i> 282-287, 288-292
16.5.59 Identify the ways that religious beliefs spread in the ancient world.	<i>The World:</i> 54-59, 136-139, 140-143, 294-297, 330-333, 334-338, 350-355
16.5.60 Identify basic political, social, and cultural causes of the decline of the Roman Empire.	<i>The World:</i> 298-304

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
16.5.61 Know that the Eastern Roman Empire preserved many of the ideas and traditions of the Roman Empire as the Byzantine Empire.	<i>The World:</i> 298-304, 322-325, 326-328
16.5.62 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).	<i>The World:</i> 330-333, 334-338
WORLD HISTORY (STANDARDS B–D)	
16.5.63 Identify churches and monasteries as places that preserved important ideas during and after the fall of the Western Roman Empire.	<i>The World:</i> 324-325
16.5.64 Identify the location of Meso-American civilizations relative to European, Asian, and African civilizations.	<i>The United States:</i> 142-145
16.5.65 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).	<i>The World:</i> 360-363, 400-405
16.5.66 Identify feudalism as a political relationship between a lord and his vassal; describe the basic characteristics and functions of manorialism in European society.	<i>The World:</i> 400-405
16.5.67 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).	<i>The World:</i> 406-408

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
16.5.68 Identify how the feudalism in Europe gradually gave way to more representative forms of government as illustrated in the principles of the Magna Carta.	<i>The World:</i> 398, 401-402
16.5.69 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.	<i>The United States:</i> 106-109 <i>The World:</i> 370-378, 379, 380-385
WORLD HISTORY (STANDARDS B–D)	
16.5.70 Understand the outbreak of bubonic plague (“The Black Death”) that occurred in Europe in the 14 th century, describe how it spread, and explain how the plague affected daily life in Europe.	<i>The World:</i> 410-411
16.5.71 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).	<i>The United States:</i> 142-145 <i>The World:</i> 168-173, 174-180
16.5.72 Identify voyages, routes, and the influence of cartography and advances in navigation during the Age of Exploration.	<i>The United States:</i> 110-115 <i>The World:</i> 438-442
16.5.73 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).	<i>The World:</i> 430-435

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
16.5.74 Identify the basic features of the Reformation and the role of Martin Luther as a catalyst in the reformation of Christianity in Western Europe.	<i>The World:</i> 436-437
16.5.75 Identify how the Enlightenment contributed to the development of new ideas in government and economics.	<i>The United States:</i> Can be developed from 296-300, 301
WORLD HISTORY (STANDARDS B–D)	
16.5.76 Define “absolute monarchy” and “revolution” and identify the basic causes, events, and effects of the French Revolution.	<i>The World:</i> 466-470
16.5.77 Define “nationalism” and understand why European nations competed with each other for land and resources in the late 19th century.	<i>The World:</i> 486-489, 492-496
16.5.78 Define “imperialism” and “colonialism” and identify examples of European and American colonies in the Americas, Africa, Asia, and the Middle East.	<i>The World:</i> 444-449, 486-489, 492-496
16.5.79 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.”	<i>The United States:</i> 608-614 <i>The World:</i> 520-523, 526-532, 534-537
16.5.80 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.	<i>The World:</i> 530-531

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
16.5.81 Identify the basic causes of the Great Depression, its effects on daily life, and its impact around the world, particularly in Germany.	<i>The United States:</i> 619, 621-622 <i>The World:</i> 542-545
16.5.82 Define “totalitarianism” and identify common features of totalitarian states in Germany, Italy, and Japan.	<i>The World:</i> 544-547
16.5.83 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).	<i>The United States:</i> 624-630 <i>The World:</i> 542-547, 548-554, 556-557, 558-561
16.5.84 Identify the Holocaust.	<i>The United States:</i> 628 <i>The World:</i> 558-561
WORLD HISTORY (STANDARDS B–D)	
16.5.85 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.	<i>The United States:</i> 636-641, 650-655, 658-659 <i>The World:</i> 568-572, 582-587
16.5.86 Identify the basic features of the Truman Doctrine and the Marshall Plan.	<i>The World:</i> 560, 570
16.5.87 Identify reasons why some nations since World War II have formed alliances and give examples of post-World War II alliances.	<i>The World:</i> 570
16.5.88 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.	<i>The World:</i> 576-580, 582-587
16.5.89 Identify the collapse of the Soviet Union.	<i>The World:</i> 622-623

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
ENVIRONMENTAL HISTORY (EMBEDDED IN STANDARDS B–D)	
16.5.90 Identify how people in hunting and gathering societies adapted to their respective environments.	<i>The World:</i> 10-16, 18-23
16.5.91 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.	<i>The World:</i> 34-39, 78-81, 100-103, 122-127
16.5.92 Identify the environmental factors that drew settlers to Illinois and the surrounding region.	<i>The United States:</i> 24-30, 34-38, 342, 370, 377, 378-379, 411-413 <i>Illinois:</i> 71, 72-73, 74, 115
16.5.93 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.	37, 583
16.5.94 Distinguish between renewable and nonrenewable resources.	36
ILLINOIS HISTORY: EVENTS, TRENDS, AND INDIVIDUALS (EMBEDDED IN STANDARDS B–D)	
16.5.95 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;	<i>The United States:</i> 60-61, 240-243, 246-251, 316, 380-384, 411-413, 479, 481-482, 483, 538-541, 544-545, 570-571, 602-603, 608-610, 618-619, 629, 642-644, 666-667 <i>Illinois:</i> 36, 62-67, 70-74, 75, 76-77, 78-79, 84-88, 89, 90-93, 96-100, 118-121, 124-126, 127, 128-129, 134-139, 140, 141, 142-146, 147, 166-169, 172-174, 175, 182-185, 188-192, 193, 194, 195, 212-217, 222-225, 226, 227, 228-229, 234-239, 242-246, 247

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
(continued) 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.	
Social Science – Goal 17	
BASIC GEOGRAPHY (STANDARD A)	
17.5.01 Use map and globe skills to compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate and natural hazards.	H17, H21, 24-30, 32-33, 58-59, 73, 159, 210-214
17.5.02 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.	H12-H15, H16-H17, 24-30, 32-33, 34, 677, 678, 682, 686, 688, 690, R4, R6, R8, R10, R12
17.5.03 Identify map features and evaluate the usefulness of different geographic representations for different purposes.	H12-H15, H16-H22, 32-33, 244-245, 378-379, 512-513, 542-543, 656-657
17.5.04 Identify how major urban centers in Illinois are connected to each other and to the United States, including transportation arteries and communications systems.	<i>The United States:</i> H22, 512-513, 514-515, 538-541, 616-617, 666 <i>Illinois:</i> 10, 38-39, 50, 291

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
17.5.05 Know the difference between absolute and relative location.	H19, 140-141
17.5.06 Identify time zones and explain why there are different time zones in different parts of the world.	H20, 542-543, 559, 591
17.5.07 Locate places using cardinal directions.	H17, 55, 77, 89, 486
EARTH'S PHYSICAL SYSTEMS (STANDARD B)	
17.5.08 Understand the relationship between plants and animals in a local ecosystem.	E8-E9, 431, 682-683, 686-687, 691
17.5.09 Define and distinguish among rural, urban and suburban areas.	210-214, 546-552, 568-576
17.5.10 Understand how and why people alter the physical environment to meet their needs by: tree-cutting, mining and raising food.	24-30, 34-38, 60-64, 78, 82-85, 88-91, 156-162, 538-541, 546-552
GEOGRAPHY AND SOCIETY (STANDARD C)	
17.5.11 Identify resources whose value has changed over time as technology has changed (e.g., coal).	34-36
GEOGRAPHY AND HISTORY (STANDARD C)	
17.5.12 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].	4-5, 24-30, 60-64, 76-80, 82-85, 88-91, 94-97, 156-162, 176-182, 210-214

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
17.5.13 Interpret the geographic history of a place from a variety of sources, including: oral interviews, maps, photographs and public records.	Can be developed from 23-30
17.5.14 Identify the historical, cultural, economic and geographic factors that led to the formation of distinct regional identities in the United States.	24-30, 176-182, 232-236, 240-243, 370-376, 430-436, 438-441, 442-445, 464-4665
ILLINOIS GEOGRAPHY (EMBEDDED IN STANDARDS A–D)	
17.5.15 Analyze how the physical features of Illinois have affected the settlement patterns of the state (e.g., rivers, valleys, and prairies).	<i>The United States:</i> Can be developed from 24-30, 378-379 <i>Illinois:</i> 14, 32, 44, 59, 64, 65, 68-69, 71, 72-73, 85, 86, 87, 136, 138-144, 139
17.5.16 Use maps and geographic data to compare and make decisions about people, places, and environments in Illinois.	<i>The United States:</i> Can be developed from 24-30, 34-38, 58-59, 378-379 <i>Illinois:</i> 39, 63, 69, 71, 87, 91, 92, 120, 167, 173, 187, 236, 275, 292
17.5.17 Identify natural resource locations, human settlement patterns, and transportation networks in Illinois.	<i>The United States:</i> Can be developed from 24-30, 34-38, 378-379, 512-513 <i>Illinois:</i> 7, 10, 14, 71-72, 91, 133, 139, 144, 214, 290
17.5.18 Identify sources of pollution and effects of erosion on Illinois' environment.	<i>The United States:</i> 34-38 <i>Illinois:</i> 22, 33, 290
17.5.19 Identify the relationship of population to place in Illinois.	<i>The United States:</i> 378-379 <i>Illinois:</i> 34, 115, 117, 145, 146, 209, 214, 216, 220-221
17.5.20 Identify Illinois' often violent weather in spring.	<i>The United States:</i> Can be developed from 29 <i>Illinois:</i> 19
17.5.21 Locate Illinois in relation to the equator and time zones.	<i>The United States:</i> H12-H15, H20, 140-141, 542-543 <i>Illinois:</i> 122-123, 294

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
Social Science – Goal 18	
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.).	Representative Pages: E10-E11, 6-11, 56-57, 60-64, 66-69, 70-71, 76-80, 82-85, 88-91, 94-97, 102-103, 142-145, 148-149, 168-173, 238-239, 377, 546-552, 554-557, 568-574, 618
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.	Can be developed from 156-162, 168-173, 176-182, 372, 618
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).	E6-E7, 21, 23, 104, 105, 109, 113, 408-413, 444, 538-541, 562-567, 661, 666
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.	156-162, 168-173, 276-282, 296-300, 416-420, 470-474, 602-603, 642-644, 645, 646-649, 668-669
18.5.05 Compare and contrast the needs of society and the wants and needs of individuals.	18-22, 156-162, 626-627, 662-665
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.	476-482, 516-521, 538-541, 544-545, 568-574, 602-603, 642-644, 645, 646-648 Representative Pages: 416-420, 421, 422-423, 424-425, 430-436, 438-441, 442-445, 466-467, 468-469, 470-474, 475,

Illinois Social Science Assessment Grade Five	Scott Foresman Social Studies <i>The United States</i>
DEVELOPMENT OF SOCIAL SYSTEMS (DISTRIBUTED THROUGHOUT THE OTHER GOALS)	
18.5.07 Understand the impact of changes in production and population on social systems, including the shifts between hunting and gathering, agricultural, and industrial societies.	18-22, 54-57, 160-161, 182, 202-207, 342, 372, 408-413, 562-567, 568-574, 616-622, 666
18.5.08 Define “slavery” and identify its existence and elimination in the U.S.	150, 206-207, 213, 223-227, 418, 422-423, 466-467, 468-469, 470-474, 475, 476-481
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).	<i>The United States:</i> 372, 479-482, 483, 509, 571 <i>Illinois:</i> 1, 13, 45, 85, 128-129, 135, 168, 170-171, 218-219, 228-229, 235, 302-303
18.5.10 Identify social groups active in local communities (e.g., churches, mosques, museums, community theaters, “friends of the park” organizations, etc.).	<i>The United States:</i> 37-38, 40-41, 643, 648, 649, 663, 668-669 <i>Illinois:</i> 101, 229, 282-283