

Social Studies 1st Grade

Illinois Learning Standards for Social Science

Content Standards	Inquiry Skills
<p>Civics</p> <p>SS.CV.1.1 Explain how all people, not just official leaders, play important roles in a community</p> <p>SS.CV.2.1 Identify and explain how rules function in various settings, inside and outside of the school</p> <p>Geography</p> <p>SS.G.1.1 Construct and interpret maps and other representations to navigate a familiar place</p> <p>Economics and Financial Literacy</p> <p>SS.EC.1.1 Explain and give examples of when choices are made that something else is given up</p> <p>SS.EC.2.1 Describe the skills and knowledge required to produce certain goods and services</p> <p>SS.EC.FL.3.1 Explain how people earn pay or income in exchange for work</p> <p>History</p> <p>SS.H.1.1 Create a chronological sequence of multiple events</p> <p>SS.H.2.1 Describe individuals and groups who have shaped significant historical changes</p> <p>SS.H.3.1 Compare perspectives of people in the past to those of people in the present</p> <p>* National Holidays are taught at each grade level as age appropriate.</p>	<p>Developing Questions and Planning Inquiries</p> <p>SS.IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers</p> <p>SS.IS.2.K-2 Explore facts from various sources that can be used to answer the developed questions</p> <p>Evaluating Sources and Using Evidence</p> <p>SS.IS.3.K-2 Gather information from one to two sources with guidance and support from adults and/or peers</p> <p>SS.IS.4.K-2 Evaluate a source by distinguishing between fact and opinion</p> <p>Communicating Conclusions and Taking Informed Action</p> <p>SS.IS.5.K-2 Ask and answer questions about arguments and explanations</p> <p>SS.IS.6.K-2 Use listening, consensus building, and voting procedures to decide on and take action in their classroom</p> <p>* Inquiry skills are incorporated within all units.</p>
Technology	
SMART Board, Elmo, iPad, YouTube, BrainPOP Jr.	

Social Studies 1st Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
Leaders SS.CV.1.1 SS.CV.2.1 SS.H.1.1 SS.H.2.1 SS.H.3.1	Leaders What is a leader? Why are there different rules in different settings? How do people create change or influence others in their community? How do past leaders influence us today?	Leaders -Need for leaders and good citizens -Qualities of a good leader and citizen -Official vs. recognized -Rules and expectations in different settings Famous Leader Examples: -Ruby Bridges -Jesus -Saints -Martin Luther King Jr. -Abraham Lincoln -Mother Teresa	Leaders -Identify qualities of a good leader -Know the importance of rules and expectations -Conclude that everyone can be a leader -Create a timeline -Recognize multiple viewpoints -Discuss the impact of leaders	Leaders -Teacher observations -Classroom discussion -Role play	Leaders - <i>Scholastic News</i> by Scholastic -Classroom books
Maps SS.G.1.1	Maps What is a map and how is it used?	Maps -Concept of small to big -City, state, country, world -Parts: cardinal directions, compass rose, key	Maps -Understand your relative position in the world -Identify parts of a map -Read and interpret a simple map of a fixed location -Create a map	Maps -Teacher observations -Class discussions	Maps - <i>Daily Geography Practice</i> by Evan-Moor -Classroom books
Economics and Financial Literacy SS.CV.1.1 SS.CV.2.1 SS.G.1.1 SS.EC.1.1 SS.EC.2.1 SS.EC.FL.3.1	Economics and Financial Literacy How do families make sound financial decisions? How does a community work together?	Economics and Financial Literacy -Families -Needs and wants -Neighborhood businesses -Neighborhood jobs -New businesses -Goods and services	Economics and Financial Literacy -Describe the similarities and differences found in families -Understand that families must earn money to pay for the things they need and want -Recognize the importance of entrepreneurial businesses to a neighborhood -Identify the goods and services provided by local businesses -Explain one of the entrepreneurial characteristics	Economics and Financial Literacy -Teacher observations -Classroom discussion	Economics and Financial Literacy -Junior Achievement

Social Studies 2nd Grade

Illinois Learning Standards for Social Science

Content Standards	Inquiry Skills
<p>Civics SS.CV.1.2 Explain what governments are and some of their functions SS.CV.2.2 Describe how communities work to accomplish common tasks, establish routines, and fulfill roles of authority</p> <p>Geography SS.G.1.2 Construct and interpret maps and other graphic representations of both familiar and unfamiliar places SS.G.2.2 Identify some cultural and environmental characteristics of your community and compare to other places SS.G.3.2 Explain how people in your community use local and distant environments to meet their daily needs.</p> <p>Economics and Financial Literacy SS.EC.1.2 Demonstrate how our choices can affect ourselves and others in positive and negative ways SS.EC.2.2 Explain the role of money in making exchange easier SS.EC.3.2 Compare the goods and services that people in the local community produce and those that are produced in other communities SS.EC.FL.4.2 Explain that money can be saved or spent on goods and services</p> <p>History SS.H.1.2 Summarize changes that have occurred in the local community over time SS.H.2.2 Compare individuals/groups who have shaped a significant historical change SS.H.3.2 Explain how different kinds of historical sources are used to study the past</p> <p>* National Holidays are taught at each grade level as age appropriate.</p>	<p>Developing Questions and Planning Inquiries SS.IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers SS.IS.2.K-2 Explore facts from various sources that can be used to answer the developed questions</p> <p>Evaluating Sources and Using Evidence SS.IS.3.K-2 Gather information from one to two sources with guidance and support from adults and/or peers SS.IS.4.K-2 Evaluate a source by distinguishing between fact and opinion</p> <p>Communicating Conclusions and Taking Informed Action SS.IS.5.K-2 Ask and answer questions about arguments and explanations SS.IS.6.K-2 Use listening, consensus building, and voting procedures to decide on and take action in their classroom</p> <p>* Inquiry skills are incorporated within all units.</p>

Technology

SMART Board, iPads, BrainPOP Jr., Discovery Education, YouTube

Social Studies 2nd Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
Civics SS.CV.1.2 SS.CV.2.2	Civics How do members of communities work together? How are groups of people organized in a hierarchy of communities?	Civics -Citizenship -Rights and responsibilities -Rules and laws Government: -City, State, Country -Leaders -Functions: laws, protecting citizens, taxes	Civics -Define a good citizen -Compare and contrast rights and responsibilities -Differentiate between a rule and a law -Identify personal city, state, and country -Identify leader positions of city, state, and country -Explain the functions of government	Civics -Teacher observations -Classroom discussion	Civics - <i>Scholastic News</i> by Scholastic -Classroom books -Teacher created materials
Geography SS.G.1.2 SS.G.2.2	Geography Where am I in relation to the world? How are maps interpreted?	Geography -Communities: rural, suburban, urban -Maps and globes -Parts: key, compass rose, legend -Land and water -Continents -Hemispheres -Equator	Geography -Differentiate the three types of communities -Compare and contrast a globe and a map -Use the parts of a map -Discuss the proportion of land and water in the world -Identify the equator, hemispheres, and continents that make up the world	Geography -Teacher observations -Classroom discussion	Geography - <i>Scholastic News</i> by Scholastic -Classroom books -Maps -Globe -Teacher created materials
Culture: Christmas Around the World SS.G.2.2	Culture: Christmas Around the World How are Christmas cultures around the world similar and different?	Culture: Christmas Around the World -Location on maps -Weather and environment -Language -Flags -Food -Customs and traditions	Culture: Christmas Around the World -Locate different countries on a map -Identify elements of countries' cultures -Compare and contrast countries' customs and traditions	Culture: Christmas Around the World -Teacher observations -Classroom discussion	Culture: Christmas Around the World -Maps -Globe -Classroom books -Teacher created materials

Social Studies 2nd Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
History SS.H.1.2 SS.H.2.2 SS.H.3.2	History How was our community impacted by slavery?	History -Slavery -Underground railroad -Abraham Lincoln -Harriet Tubman -Father Tolton -Quincy connections -Historical sources	History -Demonstrate understanding of slavery and the underground railroad -Compare individuals who shaped historical change -Use historical sources to learn Quincy’s connection to the past	History -Teacher observations -Classroom discussion	History -Classroom books -Teacher created materials
Economics SS.EC.1.2 SS.EC.2.2 SS.EC.3.2 SS.EC.FL.4.2 SS.G.3.2	Economics How are decisions made when spending money?	Economics -Need and wants -Goods and services: produced locally and in other communities -Money: role in making exchange easier, saving	Economics -Differentiate between needs and wants -Identify goods and services that are available in the community -Report how money travels through the community	Economics -Teacher observations -Classroom discussion	Economics -Junior Achievement

Social Studies 3rd Grade

Illinois Learning Standards for Social Science

Content Standards	Inquiry Skills
<p>Civics</p> <p>SS.CV.1.3 Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities</p> <p>SS.CV.2.3 Explain how groups of people make rules to create responsibilities and protect freedoms</p> <p>SS.CV.3.3 Compare procedures for making decisions in the classroom, school and community</p> <p>SS.CV.4.3 Describe how people have tried to improve their communities over time</p> <p>Geography</p> <p>SS.G.1.3 Locate major landforms and bodies of water on a map or other representation</p> <p>SS.G.2.3 Compare how people modify and adapt to the environment and culture in our community to other places</p> <p>SS.G.3.3 Show how consumption of products connects people to distant places</p> <p>Economics and Financial Literacy</p> <p>SS.EC.1.3 Compare the goods and services that people in the local community produce and those that are produced in other communities</p> <p>SS.EC.2.3 Generate examples of goods and services that governments provide</p> <p>SS.EC.FL.3.3 Describe the role of banks and other financial institutions in an economy</p> <p>SS.EC.FL.4.3 Explain that when people borrow, they receive something of value now and agree to repay the lender over time</p> <p>History</p> <p>SS.H.1.3 Create and use a chronological sequence of events</p> <p>SS.H.2.3 Describe how significant people, events, and developments have shaped their own community and region</p> <p>SS.H.3.3 Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed</p> <p>* National Holidays are taught at each grade level as age appropriate.</p>	<p>Developing Questions and Planning Inquiries</p> <p>SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others</p> <p>SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry</p> <p>SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions</p> <p>Evaluating Sources and Using Evidence</p> <p>SS.IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources</p> <p>SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions</p> <p>Communicating Conclusions and Taking Informed Action</p> <p>SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources</p> <p>SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems</p> <p>SS.II.8.3-5 Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school</p> <p>* Inquiry skills are incorporated within all units.</p>

Technology

SMART Board, Elmo, computer, iPads, YouTube, SafeSearchKids.com, KidRex.com

Social Studies 3rd Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
Civics SS.CV.1.3 SS.CV.2.3 SS.CV.3.3 SS.EC.1.3 SS.EC.2.3 SS.G.3.3	Civics How do rules and responsibilities influence interactions and decision making within the three main communities in the United States? How does consumption of products connect us to local and distant places?	Civics -Characteristics of urban, suburban and rural: geography, economics, culture, government -Rules and responsibilities -Decision making -Goods and services produced locally and in other communities -Government provided goods and services -Consumption of products connect to distant places -Interactions within communities	Civics -Differentiate between urban, suburban and rural -Compare and contrast characteristics of three main types of communities in the United States -Recognize how consumption of products connect us to local and distant places -Demonstrate an understanding of rules and responsibilities, decision making and interactions within the three main types of communities in the United States	Civics -Junior Achievement booklet	Civics - <i>Scholastic Magazine</i> by Scholastic -Junior Achievement
Geography SS.G.1.3 SS.G.2.3	Geography How do locations of landforms and bodies of water affect how people adapt to their environments?	Geography -Landforms and bodies of water -How people adapt to the environment	Geography -Review various landforms and bodies of water in the United States -Differentiate how landforms and bodies of water affect how people adapt to their environments	Geography - <i>Daily Geography Grade 3</i> by Evan-Moor	Geography -Classroom books -Teacher created materials
Economics SS.EC.FL.3.3 SS.EC.FL.4.3	Economics Describe the role of banks and other financial institutions in an economy.	Economics -Wants and needs -Banks and financial institutions -Borrowing money	Economics -Prioritize the use of money for needs and wants -Discover the various types of payment for needs and wants	Economics -Journal/booklet	Economics -Junior Achievement

Social Studies 3rd Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Women in History SS.CV.4.3 SS.H.1.3 SS.H.2.3 SS.H.3.3</p>	<p>Women in History Describe how significant women in history have influenced their communities and the world.</p>	<p>Women in History -Significant women that shaped their community and/or the world -Timeline -Primary and secondary sources</p> <p><u>Women of God</u> Queen Esther approximately 470 BC Mary the Mother of Jesus Joan of Arc 1412-1431 Saint Louise de Marillac 1591-1660 Elizabeth Ann Seton 1774-1821</p> <p><u>Women Pioneers</u> Sacagawea 1788-1812 Susan B. Anthony 1820-1906 Clara Barton 1821-1912 Helen Keller 1880-1968 Eleanor Roosevelt 1884-1962 Amelia Earhart 1897-1937</p> <p><u>Women of Courage</u> Rosa Parks 1913-2005 Coretta Scott King 1927-2006 Maya Angelou 1928-2014 Anne Frank 1929-1945</p> <p><u>Women of 20th Century</u> Jane Goodall 1934- Wilma Rudolph 1940-1994 Sally Ride 1951-2012 Christa McAuliffe 1948-1986 Princess Diana 1961-1997 Jackie Joyner-Kersey 1962-</p>	<p>Women in History -Describe how significant women throughout history have developed and shaped their own community and the world -Research a significant woman and create a presentation including a timeline of her contributions to history -Identify artifacts and documents as either primary or secondary sources</p>	<p>Women in History -Presentation -Project</p>	<p>Women in History -Library books</p>

Social Studies 4th Grade

Illinois Learning Standards for Social Science

Content Standards	Inquiry Skills
<p>Civics</p> <p>SS.CV.1.4 Distinguish the responsibilities and powers of government officials at the local, state, and national levels</p> <p>SS.CV.2.4 Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate</p> <p>SS.CV.3.4 Identify core civic virtues and democratic principles that guide our state and nation</p> <p>SS.CV.4.4 Explain how rules and laws change society and how people change rules and laws in Illinois</p> <p>Geography</p> <p>SS.G.1.4 Construct and interpret maps of Illinois and the United States using various media</p> <p>SS.G.2.4 Analyze how the cultural and environmental characteristics of places in Illinois change over time</p> <p>SS.G.3.4 Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements</p> <p>Economics and Financial Literacy</p> <p>SS.EC.1.4 Explain how profits reward and influence sellers</p> <p>SS.EC.2.4 Describe how goods and services are produced using human, natural, and capital resources</p> <p>SS.EC.FL.3.4 Analyze how spending choices are influenced by price as well as many other factors</p> <p>SS.EC.FL.4.4 Explain that income can be saved, spend on good and services, or used to pay taxes</p> <p>History</p> <p>SS.H.1.4 Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period</p> <p>SS.H.2.4 Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois</p> <p>SS.H.3.4 Explain probable causes and effects of events and developments in Illinois history</p> <p>* National Holidays are taught at each grade level as age appropriate.</p>	<p>Developing Questions and Planning Inquiries</p> <p>SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others</p> <p>SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry</p> <p>SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions</p> <p>Evaluating Sources and Using Evidence</p> <p>SS.IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources</p> <p>SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions</p> <p>Communicating Conclusions and Taking Informed Action</p> <p>SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources</p> <p>SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems</p> <p>SS.II.8.3-5 Use listening , consensus building, and voting procedures to decide on and take action in their classroom and school</p> <p>* Inquiry skills are incorporated within all units.</p>

Technology

SMART Board, Elmo, projector, iPads, Mystery Science, BrainPOP, United Streaming, Britannica School, Epic

Social Studies 4th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
Exploration of North America (1400s-1500s) SS.G.1.4 SS.H.1.4	Exploration of North America (1400s-1500s) How and why did people from other countries come to North America? How did the newcomers impact the existing inhabitants and the land?	Exploration of North America (1400s-1500s) -Map skills -World Powers: Britain, France, Spain -Purposes of exploration of the New World -The New World: geography, climate, natural resources, Native Americans -Settlements -Colonies -Government	Exploration of North America (1400s-1500s) -Use basic map skills -Demonstrate an understanding of why people moved to North America -Discuss the impact of newcomers	Exploration of North America (1400s-1500s) -Classroom discussion -Test	Exploration of North America (1400s-1500s) -myWorld by Savvas (2019) -Scholastic News by Scholastic -Classroom books
Colonization (1600s-1700s) SS.G.1.4 SS.H.1.4	Colonization (1600s-1700s) Why did newcomers settle in the Northeast? Why did the 13 colonies choose to become an independent country?	Colonization (1600s-1700s) -Northeast: geography, climate, resources, government, culture -English Settlements -English Colonies -Revolutionary War	Colonization (1600s-1700s) -Use basic map skills -Examine reasons why newcomers came to the Northeast -Summarize reasons for independence	Colonization (1600s-1700s) -Classroom discussion -Test	Colonization (1600s-1700s) -myWorld by Savvas (2019) -Scholastic News by Scholastic -Classroom books
Early America (1800s) SS.G.1.4 SS.G.2.4 SS.H.1.4 SS.H.2.4 SS.H.3.4	Early America (1800s) Why did newcomers settle in the Southeast, Midwest, and Southwest? How did adding geographic area impact the growth of the United States? How did the struggles between state and federal governments shape policies and laws in the United States?	Early America (1800s) -Southeast: geography, climate, resources, government, culture, Native Americans -Midwest: geography, climate, resources, government, culture, Native Americans -Southwest: geography, climate, resources, government, culture, Native Americans -Westward Expansion -Louisiana Purchase -Lewis and Clark -Oregon Trail -Texas Independence -Civil War	Early America (1800s) -Use basic map skills -Examine reasons why newcomers came to the Southeast, Midwest, and Southwest -Analyze reasons for westward expansion -Define causes and effects of the Civil War	Early America (1800s) -Classroom discussion -Test	Early America (1800s) -myWorld by Savvas (2019) -Scholastic News by Scholastic -Classroom books

Social Studies 4th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
Forming a Nation (1800s) SS.G.1.4 SS.H.1.4	Forming a Nation (1800s) Why did newcomers settle in the West? How did natural resources impact human activity?	Forming a Nation (1800s) -West: geography, climate, resources, government, culture, Native Americans -Gold Rush -Transcontinental Railroad	Forming a Nation (1800s) -Use basic map skills -Examine reasons why newcomers came to the West -Define the relationship between natural resources and human activities -Describe the advancement of the nation	Forming a Nation (1800s) -Classroom discussion -Test	Forming a Nation (1800s) -myWorld by Savvas (2019) -Scholastic News by Scholastic -Classroom books
Our Nation Today SS.CV.1.4 SS.CV.2.4 SS.CV.3.4 SS.CV.4.4 SS.G.1.4 SS.G.2.4 SS.G.3.4 SS.H.1.4 SS.H.2.4 SS.H.3.4	Our Nation Today How does the United States government work to impact citizens? How did the formation of the United States shape the country?	Our Nation Today Government: -Officials: state, local, national -Democracy -Civic virtues and democratic principals -Rules and laws -Map Skills Inquiry Based Research Project: -Region or State -Capitals -Geography and climate -Resources -Culture -History -Economics	Our Nation Today -Identify the government’s role in the United States -Identify the citizens’ roles in the United States government -Understand the purpose of different types of maps -Research using multiple sources -Use research to connect knowledge of the past with the United States today -Present research about a region or state -Identify the 50 states on a United States map	Our Nation Today -Classroom discussion -Test -Project	Our Nation Today -myWorld by Savvas (2019) -Scholastic News by Scholastic -Classroom books
Economics SS.EC.1.4 SS.EC.2.4 SS.EC.FL.3. SS.EC.FL.4.4	Economics How do entrepreneurs use skills and resources to start businesses? How does trade lead to economic interdependence among nations?	Economics -Businesses -Entrepreneurs -Resources: natural, human, and capital -Products and services -Revenue and expenses -Supply chain	Economics -Determine entrepreneurial skills -Recognize how entrepreneurs use resources to produce goods and services in a region -Describe the skills and tasks, an entrepreneur must master to start a successful business Explain how trade leads to economic interdependence among nations	Economics -Teacher observations -Classroom discussion	Economics -Junior Achievement

Illinois Learning Standards for Social Science

Content Standards	Inquiry Skills
<p>Civics</p> <p>SS.CV.1.5 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places</p> <p>SS.CV.2.5 Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions</p> <p>SS.CV.3.5 Compare the origins, functions and structure of different systems of government</p> <p>SS.CV.4.5 Explain how policies are developed to address public problems</p>	<p>Developing Questions and Planning Inquiries</p> <p>SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others</p> <p>SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry</p> <p>SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions</p>
<p>Geography</p> <p>SS.G.1.5 Investigate how the cultural and environmental characteristics of places within the United States change over time</p> <p>SS.G.2.5 Describe how humans have utilized natural resources in the United States</p> <p>SS.G.3.5 Analyze the effects of specific catastrophic and environmental events as well as technological develops that have impacted our nation and compare to other places</p> <p>SS.G.4.5 Compare the environmental characteristics of the United States to other world regions</p>	<p>Evaluating Sources and Using Evidence</p> <p>SS.IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources</p> <p>SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions</p>
<p>Economics and Financial Literacy</p> <p>SS.EC.1.5 Analyze why and how individuals, businesses, and nations around the world specialize and trade</p> <p>SS.EC.2.5 Discover how positive incentives and negative incentives influence behavior in our nation’s economy and around the world</p> <p>SS.ED.3.5 Determine the ways in which the government pays for the goods and services it provides</p> <p>SS.FL.4.5 Explain that interest is the price the borrower pays for using someone else’s money</p>	<p>Communicating Conclusions and Taking Informed Action</p> <p>SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources</p> <p>SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems</p> <p>SS.II.8.3-5 Use listening , consensus building, and voting procedures to decide on and take action in their classroom and school</p>
<p>History</p> <p>SS.H.1.5 Create and use a chronological sequence of related events to compare developments that happened at the same time</p> <p>SS.H.2.5 Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose - to judge the extent to which the source is useful for studying a particular topic</p> <p>SS.H.3.5 Explain probably causes and effects of events/developments in U.S. History</p> <p>* National Holidays are taught at each grade level as age appropriate.</p>	<p>* Inquiry skills are incorporated within all units.</p>

Social Studies 5th Grade

Technology					
SMART Board, Elmo, iPads, YouTube, Google Maps, Google Earth					
Standards	Essential Questions	Content	Skills	Assessment	Resources
Map Skills SS.G.4.5	Map Skills How can maps communicate concepts and information? How does location impact daily life? How do maps help to understand historical events?	Map Skills -Cardinal and intermediate directions -Map key -Map scale -Compass rose -Types of maps: political, physical, climate, historical, road, elevation, special purpose -Continents and oceans Latitude and longitude: -Relative and absolute location -Equator -Prime Meridian -Tropic of Capricorn -Tropic of Cancer -Arctic Circle -Antarctic Circle -Hemispheres	Map Skills -Provide the relative location of a place using cardinal and intermediate directions -Understand the symbols on a map -Compare the map scales of two maps of the same location -Differentiate between different types of maps -Recognize and identify hemispheres, continents and oceans -Identify absolute location using latitude and longitude -Identify the important lines of latitude and longitude	Map Skills -Quizzes	Map Skills - <i>Daily Geography Practice Grade 5</i> by Evan-Moor
Exploration SS.G.1.5 SS.EC.1.5 SS.H.1.5 SS.H.2.5 SS.H.3.5	Exploration What were the purposes for exploration?	Exploration -Purposes of Spain, England, and France's exploration -Explorers -Map skills	Exploration -Discover Europe's motives to expand across the ocean -Discuss a main explorer from Spain, England, and France -Locate the area each country chose to settle using map skills	Exploration -Tests -Quizzes	Exploration -Teacher created materials

Social Studies 5th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Colonization SS.G.1.5 SS.H.1.5 SS.H.3.5</p>	<p>Colonization What were the purposes of colonial settlement?</p> <p>How did geography affect the location and economy of the colonies?</p> <p>What determined the success and failures of the colonies?</p>	<p>Colonization New England: -Geography -Religion -Achievements -Political System -Economics -Social Structure -Relationships with Native Americans</p> <p>Middle Colonies: -Geography -Religion -Achievements -Political System -Economics -Social Structure -Relationships with Native Americans</p> <p>Southern Colonies: -Geography -Religion -Achievements -Political System -Economics -Social Structure -Relationships with Native Americans</p>	<p>Colonization -Recognize colonies in each region -Identify the natural resources of each colonial region -Understand the religious groups/beliefs in each colonial region -Celebrate people and inventions during the time period -Examine the government and its relationship with its mother country -Explain how each colonial region made a living -Differentiate between levels of social classes in the colonial regions -Analyze how slavery affected the colonial regions -Explore relationships between colonists and Native Americans</p>	<p>Colonization -Tests -Quizzes</p>	<p>Colonization -Teacher created materials</p>

Social Studies 5th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
Revolutionary War SS.G.1.5 SS.G.3.5 SS.EC.2.5 SS.H.1.5 SS.H.3.5	Revolutionary War What were the causes that provoked the Revolutionary War? Which historical figures played main roles in the Revolutionary War? What were the outcomes of the Revolutionary War?	Revolutionary War -Causes -Patriots vs. Loyalists -Declaration of Independence -Significant battles -Significant people -Outcomes	Revolutionary War -Determine the events that led up to the Revolutionary War -Understand the difference between a patriot and a loyalist -Analyze the importance of the colonies separating from England -Identify significant battles and people during the Revolutionary War -Relate the outcomes of the Revolutionary War to the development of the United States' government	Revolutionary War -Tests -Quizzes	Revolutionary War -Teacher created materials
Formation of Government SS.CV.1.5 SS.CV.2.5 SS.CV.3.5 SS.CV.4.5 SS.H.1.5 SS.H.3.5	Formation of Government How was the United States government founded? What is the purpose of government?	Formation of Government -Articles of Confederation -Constitutional Convention -Great Compromise -Three-Fifths Compromise Constitution: -Powers of state and national governments -Branches -Checks and balances	Formation of Government -Determine the weaknesses of the Article of Confederation -Explain the intent of the Constitutional Convention -Determine the reasons why compromises were made -Discover how the Constitution is organized -Recognize the purposes of the Constitution	Formation of Government -Tests -Quizzes	Formation of Government -Teacher created materials
Economics SS.EC.1.5 SS.EC.3.5 SS.FL.4.5	Economics How does the free market system serve an economic engine for business and careers? Why are entrepreneurial and innovative thinking needed to meet the requirements of high-growth, high demand careers and the concept of globalization in business?	Economics -Free market system -Entrepreneurship and innovation -Work-readiness skills -Career clusters -Global economy	Economics -Identify the characteristics of a free market economy -Define entrepreneurship and explore the process of innovation -Understand that businesses need people with technical skills to support high-growth, high-demand jobs -Compare career clusters -Explore how the United States is tied to the global economy	Economics -Junior Achievement materials	Economics -Junior Achievement

Illinois Learning Standards for Social Science	
<p style="text-align: center;">Content Standards</p> <p>Civics SS.CV.1.6-8.LC: Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders). SS.CV.2.6-8.LC: Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights. SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society. SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.</p> <p>Geography SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment. SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics. SS.G.1.6-8.MC: Construct different representations to explain the spatial patterns of cultural and environmental characteristics. SS.G.2.6-8.LC: Explain how humans and their environment affect one another. SS.G.2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions. SS.G.2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places. SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and settlement. SS.G.3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture. SS.G.4.6-8.LC: Identify how cultural and environmental characteristics vary among regions of the world.</p> <p>Economics and Financial Literacy SS.EC.1.6-8.LC: Explain how economic decisions affect the well- being of individuals, businesses and society. SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices. SS.EC.1.6-8.MC: Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p>	<p style="text-align: center;">Inquiry Skills</p> <p>Developing Questions and Planning Inquiries SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic. SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research. SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.</p> <p>Evaluating Sources and Using Evidence SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use. SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context. SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other. SS.IS.5.6-8.LC: Appropriately cite all sources utilized. SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations. SS.IS.5.6-8.MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> <p>Communicating Conclusions and Taking Informed Action SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations. SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others). SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it. SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes. SS.IS.8.6-8.MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.</p>

<p>SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.</p> <p>SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.</p> <p>SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income.</p> <p>SS.EC.FL.2.6-8.LC: Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.</p> <p>History</p> <p>SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.</p> <p>SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.</p> <p>SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation.</p> <p>SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.</p> <p>* National Holidays are taught at each grade level as age appropriate.</p>	<p>* Inquiry skills are incorporated within all units.</p>
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Technology					
Elmo, laptop, projector, iPad, computer YouTube, Google Earth					
Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Big Ideas of Geography SS.G.1.6-8.LC SS.G.2.6-8.LC SS.G.4.6-8.LC</p>	<p>Big Ideas of Geography How are the big ideas of geography applied to an environment?</p>	<p>Big Ideas of Geography GRAPES: -Geography -Religion -Achievements -Political System -Economics -Social Structure</p>	<p>Big Ideas of Geography -Understand the big ideas of geography -Apply the big ideas of geography to self and Quincy</p>	<p>Big Ideas of Geography -GRAPES of Me -GRAPES of Quincy</p>	<p>Big Ideas of Geography -TBD -Maps</p>

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Standards	Essential Questions	Content	Skills	Assessment	Resources
The Stone Ages SS.CV.1.6-8.LC SS.CV.2.6-8.LC SS.CV.3.6-8.LC,MdC,MC SS.CV.4.6-8.LC SS.CV.6.6-8.LC SS.G.1.6-8.LC, MdC SS.G.2.6-8.LC, MdC, MC SS.G.3.6-8.LC, MdC SS.G.4.6-8.LC SS.EC.1.6-8.LC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC SS.H.3.6-8.LC SS.H.4.6-8.LC	The Stone Ages How do we learn about prehistory? In what ways did the agricultural revolution change human life?	The Stone Ages -Africa -Archeologists -Anthropologist -Artifacts -Primary and secondary sources -Migration -Paleolithic -Neolithic Revolution -Civilization -City States -Otzi -Specialization of labor -Social hierarchy	The Stone Ages -Differentiate between primary and secondary sources -Compare and contrast hunter gatherers and early farmers -Create a layout of a city -Explain how specialization of labor led to a social hierarchy	The Stone Ages -Test	The Stone Ages -Discovery Education Social Studies Techbook by Discovery Education -University of Illinois Extension boxes

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Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Middle East: Mesopotamia/Iraq SS.CV.1.6-8.LC SS.CV.2.6-8.LC SS.CV.3.6-8.LC,MdC,MC SS.CV.4.6-8.LC SS.CV.6.6-8.LC SS.G.1.6-8.LC, MdC SS.G.2.6-8.LC, MdC, MC SS.G.3.6-8.LC, MdC SS.G.4.6-8.LC SS.EC.1.6-8.LC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC SS.H.3.6-8.LC SS.H.4.6-8.LC</p>	<p>Middle East: Mesopotamia/Iraq How did geography impact life in Mesopotamia and current day Iraq? How did the social structure influence Mesopotamian society and current day Iraq? How did Mesopotamia's technological and cultural innovations influence future civilizations? How does the current culture of Iraq reflect the influence of ancient Mesopotamia?</p>	<p>Middle East: Mesopotamia/Iraq <u>Geography</u> -Fertile Crescent -City-States -Regional conflicts -Persian Gulf <u>Religion</u> -Polytheism -Jewish -Ziggurats -Islam -Current religious issues <u>Achievements</u> -Cuneiform -Invention of the wheel -Irrigation systems -Pottery -Sailboat -Gilgamesh <u>Political System</u> -Code of Hammurabi -Current government laws -Current government structure <u>Economics</u> -Impact on oil supply -Current economic system <u>Social Structure</u> -Lack of women's rights</p>	<p>Middle East: Mesopotamia/Iraq -Use maps, photographs and satellite images -Explain how physical geography led to farming and the development of civilization -Define Polytheism, Jewish, and Islam -Describe the impact of religion on this region -Identify the achievements of Mesopotamia -Analyze and apply the Code of Hammurabi -Examine how economics has led to the conflicts with other countries -Analyze the rights of different groups of people -Compare and contrast each big idea of Ancient Mesopotamia and modern day Iraq</p>	<p>Middle East: Mesopotamia/Iraq -Mesopotamia/Iraq magazine</p>	<p>Middle East: Mesopotamia/Iraq -Discovery Education Social Studies Techbook by Discovery Education -University of Illinois Extension boxes -Maps</p>

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Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Middle East: Egypt SS.CV.1.6-8.LC SS.CV.2.6-8.LC SS.CV.3.6-8.LC,MdC,MC SS.CV.4.6-8.LC SS.CV.6.6-8.LC SS.G.1.6-8.LC, MdC SS.G.2.6-8.LC, MdC, MC SS.G.3.6-8.LC, MdC SS.G.4.6-8.LC SS.EC.1.6-8.LC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC SS.H.3.6-8.LC SS.H.4.6-8.LC</p>	<p>Middle East: Egypt What factors made Egypt a powerful and rich civilization in the past and today? How did Egypt’s location influence its development? What effects on power and social class have on the lives of ancient Egyptians? How did Egypt’s technological and cultural innovations influence future civilizations? How does the current culture of Egypt reflect the influence of ancient times? How has religious conflicts affected this region?</p>	<p>Middle East: Egypt <u>Geography</u> -Nile River -Desert -Mediterranean Sea -Red Sea <u>Religion</u> -Burial practices -Polytheism -Current religious issues <u>Achievement</u> -Pyramids -Papyrus -Hieroglyphics -Rosetta Stone -Egyptian art <u>Political System</u> -King Tut and Queen Hatshepsut -Pharaohs considered as demi-gods -Arab Spring 2012 -ISIS and connection to US -Current government structure -Current government laws <u>Economics</u> -Barter system -Current economic system <u>Social Structure</u> -Women’s rights</p>	<p>Middle East: Egypt -Use maps, photographs and satellite images -Explain how physical geography led to farming and the development of civilization -Describe the impact of religion on this region -Identify the achievements of Egypt -Analyze and apply the Rosetta Stone -Identify the power and importance of the pharaohs -Examine how economics has led to the conflicts with other countries -Identify the various social classes and analyze the rights of each class -Compare and contrast each big idea of Ancient Egypt and modern day Egypt</p>	<p>Middle East: Egypt -Brochure</p>	<p>Middle East: Egypt -Discovery Education Social Studies Techbook by Discovery Education -University of Illinois Extension boxes -Maps</p>

Social Studies 6th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Asia: China SS.CV.1.6-8.LC SS.CV.2.6-8.LC SS.CV.3.6-8.LC,MdC,MC SS.CV.4.6-8.LC SS.CV.6.6-8.LC SS.G.1.6-8.LC, MdC SS.G.2.6-8.LC, MdC, MC SS.G.3.6-8.LC, MdC SS.G.4.6-8.LC SS.EC.1.6-8.LC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC SS.H.3.6-8.LC SS.H.4.6-8.LC</p>	<p>Asia: China What factors made China a powerful and rich civilization in the past and today? How did China’s location influence its development? How are the basic beliefs of Confucianism, Taoism, and Buddhism unique? How did China become financially successful? Compare the trade of China’s silk road with the trade of today.</p>	<p>Asia: China <u>Geography</u> -Gobi Desert -Himalayas -Yellow River <u>Religion</u> -Philosophies: Confucianism, Taoism, and Buddhism -Current religious issues <u>Achievement</u> -Great Wall -Terracotta Army <u>Political System</u> -Dynasties -Communism -Feudalism -Current government structure -Current government laws <u>Economics</u> -US and China trade -Silk Road and current trade -Current economic system <u>Social Structure</u></p>	<p>Asia: China -Use maps, photographs and satellite images -Explain how geographical features isolated China from other civilizations -Understand the different philosophies -Describe the impact of philosophies on this region -Identify the achievements of China -Analyze and apply the impact of the Great Wall -Identify the power and importance of dynasties -Examine how economics has developed the country from isolation to a world power -Describe China’s role in the Silk Road and trade today -Identify the various social classes and analyze the rights of each class in Ancient China -Define communism and explain its impact on China today -Compare and contrast each big idea of Ancient China and modern day China</p>	<p>Asia: China -TBD</p>	<p>Asia: China -Discovery Education Social Studies Techbook by Discovery Education -University of Illinois Extension boxes -Maps</p>

Social Studies 6th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Asia: India SS.CV.1.6-8.LC SS.CV.2.6-8.LC SS.CV.3.6-8.LC,MdC,MC SS.CV.4.6-8.LC SS.CV.6.6-8.LC SS.G.1.6-8.LC, MdC SS.G.2.6-8.LC, MdC, MC SS.G.3.6-8.LC, MdC SS.G.4.6-8.LC SS.EC.1.6-8.LC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC SS.H.3.6-8.LC SS.H.4.6-8.LC</p>	<p>Asia: India What factors made India a powerful and rich civilization in the past and today? How did India’s location influence its development? What effects did the power and social class have on the lives of the ancient civilization? How did economics of India affect the social structure of India today?</p>	<p>Asia: India <u>Geography</u> -Subcontinent -Monsoons -Ganges River <u>Religion</u> -Hinduism -Muslim -Buddhism -Indo-Aryans -Current religious issues <u>Achievement</u> -Taj Mahal -Temples -Our numbering system -Sewer system -Ancient writing -Metal working <u>Political System</u> -Biggest democracy in the world -Current government structure -Current government laws <u>Economics</u> -Current economic system <u>Social Structure</u> -Caste structure of the past and today</p>	<p>Asia: India -Use maps, photographs and satellite images -Explain how geographical features isolated India from other civilizations -Understand the different religions -Compare India’s religions to Christianity -Describe the impact of religion on this region -Identify the achievements of India -Describe how India is a democracy -Analyze and apply the impact of the Caste System -Compare and contrast each big idea of Ancient India and modern day India</p>	<p>Asia: India TBD</p>	<p>Asia: India -Discovery Education Social Studies Techbook by Discovery Education -University of Illinois Extension boxes -Maps</p>

Social Studies 6th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Europe: Greece SS.CV.1.6-8.LC SS.CV.2.6-8.LC SS.CV.3.6-8.LC,MdC,MC SS.CV.4.6-8.LC SS.CV.6.6-8.LC SS.G.1.6-8.LC, MdC SS.G.2.6-8.LC, MdC, MC SS.G.3.6-8.LC, MdC SS.G.4.6-8.LC SS.EC.1.6-8.LC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC SS.H.3.6-8.LC SS.H.4.6-8.LC</p>	<p>Europe: Greece What factors made Greece a powerful and rich civilization in the past and today? How did Greece’s location influence its development? What effects did Greece’s democracy have on the modern world? How has classical Greek culture affected modern lives?</p>	<p>Europe: Greece <u>Geography</u> -Islands -Mountains -Hellenistic <u>Religion</u> -Mythology -Polytheism <u>Achievement</u> -Philosophers -Alexander the Great -Olympics -First coins -Architecture -Geometry -Literature <u>Political System</u> -Trojan War -City-states -Athens vs. Sparta -Democracy -Aristocracy -Oligarchy <u>Economics</u> -Trade in Mediterranean Sea -Economic crisis of today <u>Social Structure</u> -Social classes</p>	<p>Europe: Greece -Use maps, photographs and satellite images -Explain how geographical features isolated city-states from each other -Understand how the gods impacted daily life -Understand the different philosophers -Identify the achievements of Greece -Evaluate how Greek culture affects modern America -Analyze and apply the impact of the wars -Compare and contrast life in Athens and Sparta -Recognize the evolution of government -Analyze the causes of today’s economic crisis -Identify the various social classes and analyze the rights of each class in Ancient Greece -Compare and contrast each big idea of Ancient Greece and modern day Greece</p>	<p>Europe: Greece TBD</p>	<p>Europe: Greece -Discovery Education Social Studies Techbook by Discovery Education -University of Illinois Extension boxes -Maps</p>

Social Studies 6th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Europe: Rome SS.CV.1.6-8.LC SS.CV.2.6-8.LC SS.CV.3.6-8.LC,MdC,MC SS.CV.4.6-8.LC SS.CV.6.6-8.LC SS.G.1.6-8.LC, MdC SS.G.2.6-8.LC, MdC, MC SS.G.3.6-8.LC, MdC SS.G.4.6-8.LC SS.EC.1.6-8.LC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC SS.H.3.6-8.LC SS.H.4.6-8.LC</p>	<p>Europe: Rome What factors made Rome a powerful and rich civilization in the past and today? How did Rome’s location influence its development? Was the Roman Republic democratic? Why did the Roman Empire rise to power and fall to ruin? How has the classical Roman culture affected modern lives? Is the United States learning from Rome’s mistakes?</p>	<p>Europe: Rome <u>Geography</u> -Seven Hills -Alps -Mountains -Tiber River -Italian Peninsula <u>Religion</u> -Mythology -Polytheism -Christianity -Current religious issues <u>Achievement</u> -Concrete -Surgery -Architecture -Colosseum <u>Political System</u> -Romulus and Remus -Monarchy -Republic -Empire -Julius Caesar -Augustus Caesar -Pax Romana -Fall of Rome <u>Economics</u> -Monetary System <u>Social Structure</u> -Patriarchy -Slavery</p>	<p>Europe: Rome -Use maps, photographs and satellite images -Explain how geographical features impacted the Roman Empire -Understand how religion impacted daily life then and now -Identify the achievements of Rome -Evaluate how Roman culture affects modern Europe and America -Understand the different emperors -Analyze and apply the impact of the Fall of Rome -Recognize the evolution of government -Identify the various social classes and analyze the rights of each class in Ancient Rome -Compare and contrast each big idea of Ancient Rome and modern day Rome</p>	<p>Europe: Rome TBD</p>	<p>Europe: Rome -Discovery Education Social Studies Techbook by Discovery Education -University of Illinois Extension boxes -Maps</p>

Social Studies 6th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Europe Today SS.CV.1.6-8.LC SS.CV.2.6-8.LC SS.CV.3.6-8.LC,MdC,MC SS.CV.4.6-8.LC SS.CV.6.6-8.LC SS.G.1.6-8.LC, MdC, MC SS.G.2.6-8.LC, MdC, MC SS.G.3.6-8.LC, MdC SS.G.4.6-8.LC SS.EC.1.6-8.LC SS.EC.3.6-8.MdC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC SS.H.3.6-8.LC SS.H.4.6-8.LC</p>	<p>Europe Today How have homogeneity and diversity affected life in Europe? Is European culture characterized by unity or division? What role do governments and economics play in the lives of Europeans? How is Europe adapting culturally, economically, and politically to rising immigration? How did the Middle Ages lead to the creation of the European countries?</p>	<p>Europe Today <u>Geography</u> -Countries (28) -Changes in names -Bodies of water <u>Religion</u> -Major religions -Issues <u>Achievement</u> -European Union 2012 Nobel Peace Prize <u>Political System</u> -World War I -Treaty of Versailles -World War II -NATO -European Union -Brexit -Monarchy <u>Economics</u> -Euro <u>Social Structure</u> -Socialism -Communism</p>	<p>Europe Today -Interpret historical maps over time -Demonstrate why borders change over time -Recognize the importance of religion in European history -Recognize the importance of the European Union economically and politically -Identify major wars and how they led to change -Compare and contrast socialism, communism, and capitalism</p>	<p>Europe Today TBD</p>	<p>Europe Today -Discovery Education Social Studies Techbook by Discovery Education -University of Illinois Extension boxes -Maps</p>

Social Studies 6th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Economics SS.EC.1.6-8.LC, MdC, MC SS.EC.2.6-8.LC, MdC SS.EC.FL.1.6-8.LC SS.EC.FL.2.6-8.LC</p>	<p>Economics What are different financial services??</p> <p>How does goods, services, money and resources flow in a community?</p> <p>How do personal interests and skills lead to future careers?</p> <p>How are businesses managed?</p>	<p>Economics -Financial services -Checking accounts -Savings accounts -Debit cards -Circular flow of economics -Free enterprise -Public goods and services -Interests and skills -Applying for a job -Business costs -Setting prices</p>	<p>Economics -Discuss the roles they play as citizens, workers, and consumers in their community and relate those roles to the free enterprise system. -Discuss the importance of citizen rights and responsibilities in a community. -Demonstrate a basic understanding of the free enterprise system. -Build money management skills through a practical knowledge of economic concepts and banking practices. -Develop an understanding of basic business practices and responsibilities. -Display the soft skills necessary for successful participation in the world of work.</p>	<p>Economics -Teacher observations -Classroom discussion</p>	<p>Economics -Junior Achievement</p>

Illinois Learning Standards for Social Science	
Content Standards	Inquiry Skills
<p>Civics SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people’s lives. SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media. SS.CV.2.6-8.MdC: Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government. SS.CV.2.6-8.MC: Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries. SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights. SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society. SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system. SS.CV.4.6-8.MC: Critique deliberative processes used by a wide variety of groups in various settings. SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings. SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings. SS.CV.6.6-8.MC: Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).</p> <p>Geography SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment. SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics. SS.G.1.6-8.MC: Construct different representations to explain the spatial patterns of cultural and environmental characteristics. SS.G.2.6-8.LC: Explain how humans and their environment affect one another. SS.G.2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions. SS.G.2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places. SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and</p>	<p>Developing Questions and Planning Inquiries SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic. SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research. SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.</p> <p>Evaluating Sources and Using Evidence SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use. SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context. SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other. SS.IS.5.6-8.LC: Appropriately cite all sources utilized. SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations. SS.IS.5.6-8.MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> <p>Communicating Conclusions and Taking Informed Action SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses. SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others). SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it. SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes. SS.IS.8.6-8.MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.</p>

settlement.

SS.G.3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.

SS.G.3.6-8.MC: Evaluate the influences of long-term human- induced environmental change on spatial patterns of conflict and cooperation.

SS.G.4.6-8.LC: Identify how cultural and environmental characteristics vary among regions of the world.

SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.

SS.G.4.6-8.MC: Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

Economics and Financial Literacy

SS.EC.1.6-8.LC: Explain how economic decisions affect the well- being of individuals, businesses and society.

History

SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.

SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.

SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.

SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.

SS.H.2.6-8.MC: Analyze how people's perspectives influenced what information is available in the historical sources they created.

SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation.

SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

SS.H.3.6-8.MC: Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.

SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.

SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.

SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.

* National Holidays are taught at each grade level as age appropriate.

* Inquiry skills are incorporated within all units.

Social Studies 7th Grade

Technology					
Elmo, laptop, projector, iPad, computer YouTube, Google Earth					
Standards	Essential Questions	Content	Skills	Assessment	Resources
Australia, Oceania and Antarctica SS.CV.3.6-8.MdC, MC SS.CV.4.6-8.LC, MdC, MC SS.CV.5.6-8.LC, MdC, MC SS.CV.6.6-8.MdC, MC SS.G.1.6-8.LC, MdC, MC SS.G.2.6-8.LC, MdC.MC SS.G.3.6-8.LC, MdC, MC SS.G.4.6-8.LC, MdC, MC SS.EC.1.6-8.LC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC	Australia, Oceania and Antarctica How does geography influence life, or lack of life, in Australia, Oceania, and Antarctic? How have natural history and geography influenced the political and economic structures in Australia, Oceania, and Antarctica? How have patterns of migration changed the cultures of Australia, Oceania, and Antarctica? How have people interacted with the environment in Australia, Oceania, and Antarctica?	Australia, Oceania and Antarctica <u>Geography</u> -Coastal Plains -Eastern Highlands -Central Lowlands -Western Plateau -Great Barrier Reef -2019 Wildfire <u>Religion</u> -Christianity <u>Achievement</u> -Inventions that changed the world -D-Day participation <u>Political system</u> -Women voting rights -British Commonwealth -Penal Colony <u>Economics</u> -World's second largest economy <u>Social Structure</u> -Aborigines People (native people) Antarctica <u>Geography</u> -Gondwana: original name of large land mass -Isolated uninhabited island	Australia, Oceania and Antarctica -Use maps, photographs and satellite images -Analyze how climate change and humans are affecting Australia -Determine Australia's involvement in World War II -Identify the achievements of Australia -Understand Australia's connection to England -Describe the importance of the Aborigines in past and present Antarctica -Use maps, photographs and satellite images -Analyze how climate change and humans are affecting Australia	Australia, Oceania and Antarctica -TBD	Australia, Oceania and Antarctica -TBD

		<p><u>Religion</u> -No permanent residents</p> <p><u>Achievement</u> -Non military -Science and research purpose -Scientific bases</p> <p><u>Political system</u> -Multi-national government through the Antarctic Treaty -Travelers: must request permission from home country</p> <p><u>Economics</u> -Tourism</p> <p><u>Social Structure</u> -No permanent residents</p>	<p>-Contrast Antarctica's political structure and economics to other countries -Discover what scientific research occurs</p>		
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Social Studies 7th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Africa SS.CV.3.6-8.MdC, MC SS.CV.4.6-8.LC, MdC, MC SS.CV.5.6-8.LC, MdC, MC SS.CV.6.6-8.MdC, MC SS.G.1.6-8.LC, MdC, MC SS.G.2.6-8.LC, MdC.MC SS.G.3.6-8.LC, MdC, MC SS.G.4.6-8.LC, MdC, MC SS.EC.1.6-8.LC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>Africa Why are political and development important to life in Sub-Saharan Africa? How is the wealth gap in Africa currently being addressed? How has the environment shaped life in Sub-Saharan Africa? How has ethnic diversity contributed to cultural diffusion and conflict?</p>	<p>Africa <u>Geography</u> -Countries (54) -Size in comparison to other countries -Sahara Desert -Savannahs -Second largest continent <u>Religion</u> -Animism: believe that animals, plants, and natural objects have spirits -Muslim -Christianity <u>Achievement</u> -Kenya is the number one producer of geo-thermal power -Progress over the last 20 years <u>Political system</u> -Tribal -Democratic -Independency Movement -Colonization of Africa -African Union (AU) <u>Economics</u> -Prior to slavery (1400s) and Europeans moving in it was very wealthy -Distribution of wealth of the region -Gold production -Salt mines -Subsistence farming -Mixed economy or</p>	<p>Africa -Use maps, photographs and satellite images -Compare the size and number of countries in Africa to Europe and Asia -Examine how religions have impacted Africa -Express how poverty can lead to Muslim extremism -Analyze how colonialism shaped Sub-Saharan Africa -Understand why it was so difficult to establish self-rule -Describe how colonialism led to modern regional conflicts -Analyze the diversity of wealth distribution -Identify continuing challenges to economic stability and how some countries are overcoming those challenges -Understand the lack of equality in Africa’s social structure -Express how poverty can lead to Muslim extremism</p>	<p>Africa TBD</p>	<p>Africa TBD</p>

		government run -Half of the continent is below the poverty line -Microlending -Mobile phones make up for lack of infrastructure <u>Social Structure</u> -Child labor -Male dominated -Arranged marriage -Gender equality -Stereotypes -Apartheid			
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Social Studies 7th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Russia SS.CV.3.6-8.MdC, MC SS.CV.4.6-8.LC, MdC, MC SS.CV.5.6-8.LC, MdC, MC SS.CV.6.6-8.MdC, MC SS.G.1.6-8.LC, MdC, MC SS.G.2.6-8.LC, MdC.MC SS.G.3.6-8.LC, MdC, MC SS.G.4.6-8.LC, MdC, MC SS.EC.1.6-8.LC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>Russia How have historical events changed life in Russia and Central Asia? How do geographic characteristics affect life in Russia and Central Asia? How have the extreme climates and abundant natural resources impacted life in Russia and Central Asia? How have political and religious changes influenced the cultures of Russia and Central Asia? How have changing political and economic systems affected the people of Russia and Central Asia?</p>	<p>Russia <u>Geography</u> -World largest country -Twice the territory of Canada -Time Zones (11) -Tundra -Deserts -Forests -Swamps -Grassland (Steppe) -Volga River (Europe’s longest river) -Extreme temperatures <u>Religion</u> -Russia Orthodox Church -Muslim -Catholic <u>Achievement</u> -Space exploration -Military -International Space Station -Inventions: radio, helicopter, and television (most inventions were invented by Russians living in the US) -St. Basil’s Cathedral (Russia’s largest church and has nine chapels) <u>Political System</u> -Soviet Union versus Russia -Communism -1917 Russian Revolution -Federal Republic</p>	<p>Russia -Use maps, photographs and satellite images -Describe how the size of Russia has made it unconquerable -Compare communism to socialism and capitalism -Identify the achievements of Russia -Understand the scientific advancements of Russia -Understand communism and its impact on Russia -Demonstrate the impact of the Cold War on the world</p>	<p>Russia TBD</p>	<p>Russia TBD</p>

		<ul style="list-style-type: none">-President and Prime Minister-Czars and leaders-Cold War: China, Middle East, Vietnam, Afghanistan, Cuba and Korea-Olympics and controversy <p><u>Economics</u></p> <ul style="list-style-type: none">-Global leader of diamond production-Communism <p><u>Social Structure</u></p> <ul style="list-style-type: none">-Communist social pyramid-No middle class			
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Social Studies 7th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Latin America: Central and South SS.CV.3.6-8.MdC, MC SS.CV.4.6-8.LC, MdC, MC SS.CV.5.6-8.LC, MdC, MC SS.CV.6.6-8.MdC, MC SS.G.1.6-8.LC, MdC, MC SS.G.2.6-8.LC, MdC.MC SS.G.3.6-8.LC, MdC, MC SS.G.4.6-8.LC, MdC, MC SS.EC.1.6-8.LC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>Latin America: Central and South How have rich natural resources and blended cultural heritages influenced life in Latin America? How do geographic factors impact life in Latin America? How have people in Latin America used and modified the environment? How does Latin American culture reflect its mixed roots? How have democracy and economic diversifications affected Latin America?</p>	<p>Latin America: Central and South <u>Geography</u> -Middle America -Caribbean Islands -South America -Andes Mountains -Rain forest -Panama Canal <u>Religion</u> -Nature gods and human sacrifice of Ancient Latin America -Catholic in modern day -Our Lady of Guadalupe: feast day December 12th <u>Achievement</u> -Art and Architecture -Mayan Calendar -Panama Canal <u>Political system</u> -United States involvement throughout 1900s and today -Immigration <u>Economics</u> -Immigration -Peso versus United States dollar -Microlending -Tourism <u>Social Structure</u> -Village life -Extended family structure</p>	<p>Latin America: Central and South -Use maps, photographs and satellite images -Analyze current issues in the rain forest -Differentiate among the four ancient civilizations -Understand how exploration impacted religion in Latin America -Identify the achievements of Latin America -Discuss how immigration has changed United States' policies -Explain how and why the United States and Russia fought the Cold War in Latin America -Describe how poor economics led to immigration</p>	<p>Latin America: Central and South -TBD</p>	<p>Latin America: Central and South -TBD</p>

Social Studies 7th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>North America CV.3.6-8.MdC, MC SS.CV.4.6-8.LC, MdC, MC SS.CV.5.6-8.LC, MdC, MC SS.CV.6.6-8.MdC, MC SS.G.1.6-8.LC, MdC, MC SS.G.2.6-8.LC, MdC.MC SS.G.3.6-8.LC, MdC, MC SS.G.4.6-8.LC, MdC, MC SS.EC.1.6-8.LC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>North America Why are regions important to know when studying history?</p>	<p>North America <u>Geography</u> -United States -Regions of the United States -Canada -Provinces of Canada</p>	<p>North America -Recognize the regions of the United States and the provinces of Canada</p>	<p>North America TBD</p>	<p>North America TBD</p>
<p>Revolutionary War SS.CV.3.6-8.MdC, MC SS.CV.4.6-8.LC, MdC, MC SS.CV.5.6-8.LC, MdC, MC SS.CV.6.6-8.MdC, MC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>Revolutionary War Can conflict lead to change?</p>	<p>Revolutionary War -Mercantilism -Causes -Patriots vs. Loyalists -<i>Common Sense</i> by Thomas Paine -Declaration of Independence -Significant battles -Significant people -Outcomes</p>	<p>Revolutionary War -Analyze why Mercantilism led to the Revolutionary War -Analyze why Britain began to enact harsher trade laws and taxes -Understand cause and effect relationships as they relate to the reaction of the colonists -Identify elements used in propaganda -Compare points of view held by patriots and loyalists -Explain the significance of Thomas Paine’s <i>Common Sense</i> -Summarize the steps taken that led to the writing of the Declaration of Independence -Identify key battles that impacted the direction of the war -Identify what helped the patriots to win independence</p>	<p>Revolutionary War -Holt Reinhardt Winston <i>United States History: Beginnings to 1877</i> (2014) section quizzes and test -Study/discussion questions (teacher created)</p>	<p>Revolutionary War -<i>United States History: Beginnings to 1877</i> by Holt Reinhardt Winston (2014)</p>

Social Studies 7th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Formation of Government SS.CV.1.6-8.MdC SS.CV.3.6-8.MdC, MC SS.CV.4.6-8.LC, MdC, MC SS.CV.5.6-8.LC, MdC, MC SS.CV.6.6-8.MdC, MC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>Formation of Government Why do people form governments? How do new ideas change the way people live? How does the structure of the U.S. political system reflect American ideas about individual rights and the purpose of government? How well did the Articles of Confederation address the needs of the new nation? How do governments change?</p>	<p>Formation of Government -Articles of Confederation -Ideas and people that influenced the creation of the Constitution -Compromises and challenges -Debate over adoption</p>	<p>Formation of Government -Identify the strengths and weaknesses of the Articles of Confederation -Identify and evaluate the sources, plans and compromises for the Constitution and the balance of power in government -Compare the points of view of the Federalists and Anti-Federalists -Debate arguments supporting and opposing the adoption of the Constitution</p>	<p>Formation of Government -Holt Reinhardt Winston <i>United States History: Beginnings to 1877</i> (2014) section quizzes and test -8 Actual Presidents article (Constitution.org) -Study/discussion questions (teacher created) -Document Analysis Sheet and Cartoon Analysis Sheet (National Archives and Records Administration) -Chapter project and rubric (teacher created) <i>Jr. Scholastic Magazine</i> (September 16, 2013) -“The Fight Over the Constitution” -Patrick Henry/James Madison Quiz</p>	<p>Formation of Government -<i>United States History: Beginnings to 1877</i> by Holt Reinhardt Winston (2014) -Biographies: George Mason -Primary Sources: Benjamin Franklin Addresses the Constitutional Convention -Primary Source Reaction Sheet (Constitution.org) -<i>Jr. Scholastic Magazine</i> (September 16, 2013)</p>
<p>United States and Illinois Constitutions SS.CV.1.6-8.MdC, MC SS.CV.2.6-8.MdC, MC SS.CV.3.6-8.MdC, MC SS.CV.4.6-8.LC, MdC, MC SS.CV.5.6-8.LC, MdC, MC SS.CV.6.6-8.MdC, MC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>United States and Illinois Constitutions How do the three branches of government function independently and together? How does the Constitution reflect American ideals? How do the rights, liberties, and responsibilities of US citizens impact us? How is the Constitution a living document?</p>	<p>United States and Illinois Constitutions -Structure: three branches -Principles -Amendments -Importance of Constitutional interpretation</p>	<p>United States and Illinois Constitutions -Compare and contrast the strengths and weaknesses of the Articles of Confederation to those of the new Constitution -Analyze and describe the structure of the Constitution -Identify and evaluate the principles contained in the Constitution and their importance -Analyze and evaluate the process of amending the</p>	<p>United States and Illinois Constitutions -Unit quizzes (teacher created) -A.J.S. Publications, Inc. <i>Our Federal and State Constitutions</i> tests (2017)</p>	<p>United States and Illinois Constitutions - <i>Our Federal and State Constitutions</i> booklet by A.J.S. Publications, Inc. (2011)</p>

	Why does the Constitution balance federal and state powers?		Constitution -Apply knowledge of the First Amendment		
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Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Quincy SS.CV.3.6-8.MdC, MC SS.CV.4.6-8.LC, MdC, MC SS.CV.5.6-8.LC, MdC, MC SS.CV.6.6-8.MdC, MC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>Quincy Why is it important to know about the city where you live? How has Quincy impacted local and US history? How does the history of Quincy impact current day citizens?</p>	<p>Quincy 1800s -Landmarks -Bridges -Caves -Important facts -Native American tribes -Potawatomi Trail of Death -Important people -Father Tolton -Mormon religion -Lincoln Douglas debates -Underground Railroad -German heritage</p>	<p>Quincy -Use maps, photographs and satellite images -Locate Quincy's landmarks -Discuss Quincy's history through the 1800s -Analogize Quincy's past and present</p>	<p>Quincy -Record the addresses of five familiar places in Quincy and locate them on a city map -Stand in the classroom and turn to the direction given -Write a list of the city streets in order -Highlight the major streets on a city map -Know the directions to five favorite locations -Fill out a Quincy worksheet -Complete a document analysis worksheet with a small group -Create a project that connects present day to past Quincy -Read and create a timeline</p>	<p>Quincy -Quincy wall map -Photos of Quincy -Quincy Herald-Whig articles about Quincy's past -<i>A History of Adams County with Original Drawing of Quincy and all 22 Townships</i> by Janet Conover, published by Jost and Kiefer Printing Co. -Quincy map for students -List of street names -Quincy facts study sheet -Document analysis worksheet -Article from the Quincy Herald Whig, (December 15, 1996) -Folklore pamphlets -Quincy street test -Quincy Public Library books -Classroom library books</p>
<p>Economics JA - TBD</p>	<p>Economics JA - TBD</p>	<p>Economics JA - TBD</p>	<p>Economics JA - TBD</p>	<p>Economics JA - TBD</p>	<p>Economics JA - TBD</p>

Illinois Learning Standards for Social Science

Content Standards	Inquiry Skills
<p>Civics SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people’s lives. SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media. SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights. SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society. SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system. SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings. SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings. SS.CV.6.6-8.MC: Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).</p> <p>Geography SS.G.2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions. SS.G.2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places. SS.G.3.6-8.MC: Evaluate the influences of long-term human- induced environmental change on spatial patterns of conflict and cooperation.</p> <p>Economics and Financial Literacy SS.EC.3.6-8.MC: Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups. SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates. SS.EC.FI.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth. SS.EC.FL.2.6-6.MC: Analyze the relationship between financial risks and protection, insurance and coasts.</p>	<p>Developing Questions and Planning Inquiries SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic. SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research. SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.</p> <p>Evaluating Sources and Using Evidence SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use. SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context. SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other. SS.IS.5.6-8.LC: Appropriately cite all sources utilized. SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations. SS.IS.5.6-8.MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> <p>Communicating Conclusions and Taking Informed Action SS.IS.6.6-8.MC: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media. SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others). SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it. SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes. SS.IS.8.6-8.MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.</p>

<p>History SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity. SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts. SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time. SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras. SS.H.2.6-8.MC: Analyze how people’s perspectives influenced what information is available in the historical sources they created. SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation. SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. SS.H.3.6-8.MC: Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified. SS.H.4.6-8.LC: Explain multiple causes and effects of historical events. SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media. SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.</p> <p>* National Holidays are taught at each grade level as age appropriate.</p>	<p>* Inquiry skills are incorporated within all units.</p>
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Technology

Elmo, laptop, projector, iPad, computer, YouTube

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Quincy 1900s SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>Quincy 1900s Why is it important to know about the city where you live? How has Quincy impacted local and US history? How does the history of Quincy impact current day citizens?</p>	<p>Quincy 1900s -Maps -Street names</p>	<p>Quincy 1900s -Use maps, photographs and satellite images -Identify the patterns of Quincy’s street names -Analogize Quincy’s past and present</p>	<p>Quincy 1900s -Test -Article project</p>	<p>Quincy 1900s -Power Point -Herald Whig articles</p>

Social Studies 8th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Early Government SS.CV.1.6-8.MdC, MC SS.CV.3.6-8.LC, MdC, MC SS.CV.4.6-8.LC, MdC SS.CV.5.6-8.LC, MdC, MC SS.CV.6.6-8.LC, MdC, MC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>Early Government How did the nation’s early problems reveal philosophies of government?</p>	<p>Early Government -Washington -Jefferson -Philosophy of government -Two party political system -Internal and external threats -Political and geographical changes during Jefferson’s presidency</p>	<p>Early Government -Identify economic and governmental challenges of the new nation -Analyze the role of the government -Describe and explain the significance of precedents established during the presidency of George Washington and evaluate the significance of Washington’s Farewell Address -Analyze the development of early political parties and ideologies -Describe conflicts at home and abroad during the presidencies of George Washington and Thomas Jefferson</p>	<p>Early Government -TBD</p>	<p>Early Government -TBD</p>
<p>War and Diplomacy SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>War and Diplomacy How did the War of 1812 change the perceptions of the United States at home and abroad? Did the benefits of American expansion outweigh the costs?</p>	<p>War and Diplomacy -Louisiana Purchase -War of 1812 -America as a unified country -American Indian Wars -Monroe Doctrine</p>	<p>War and Diplomacy -Analyze the impact of the Louisiana Purchase -Explain underlying issues and trace events that led to the War of 1812 -Assess the impact of the War of 1812 on the US -Trace and explain the significance of events after the War of 1812 that led to the announcement of the Monroe Doctrine -Explain major provisions of the Monroe Doctrine and assess its immediate and long-term impact on U.S. foreign relations</p>	<p>War and Diplomacy -TBD</p>	<p>War and Diplomacy -TBD</p>

Social Studies 8th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Westward Expansion SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>Westward Expansion What impact did Manifest Destiny have on the growth and development of the United States? Was Jackson a champion of democracy? Were the benefits of expansion worth the costs?</p>	<p>Westward Expansion -Andrew Jackson -Native Americans -Lewis and Clark -Industrial Revolution -Indian Removal -Oregon Trail -Manifest Destiny -Mexican-American War -Gold Rush -Mormon Trail -Native Americans today</p>	<p>Westward Expansion -Identify and describe philosophies and policies associated with Jacksonian Democracy -Evaluate Native American relocation policies implemented during the presidency of Andrew Jackson -Explain the concept of Manifest Destiny and describe its effect on the territorial growth of the United States -Locate and identify areas acquired by the United States between 1836 and 1853 -Discuss the causes, key events, and consequences of the Mexican–American War -Describe dynamics of daily life in the West from a variety of perspectives -Explain political, geographic, economic, and cultural factors that affected the population, including Native Americans, of the West during the first half of the 1800s</p>	<p>Westward Expansion -TBD</p>	<p>Westward Expansion -TBD</p>

Social Studies 8th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Civil War SS.CV.1.6-8.MdC, MC SS.CV.3.6-8.LC,MdC,MC SS.CV.4.6-8.LC, MdC SS.CV.5.6-8.LC,MdC,MC SS.CV.6.6-8.LC,MdC,MC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>Civil War Why do societies change?</p> <p>What motivates people to act?</p> <p>How did geographical, economic and political differences lead to the Civil War?</p> <p>How did the Union win the Civil War?</p>	<p>Civil War -Steps to the War -Slavery and Abolition -Division between North and South -Missouri Compromise -Social Reform Movements -Gettysburg Address -Significant battles -Important people -Birth of Republican Party -Lincoln Douglas Debates -Supreme Court cases -Emancipation Proclamation -Daily living</p>	<p>Civil War -Identify the new technology and its impact on the North and the South (ie: factory system and cotton gin) -Trace the rise of the abolitionist, women's suffrage movements, and cultural advancements -Identify the steps leading up to the Civil War -Analyze the experiences of enslaved and free African Americans in antebellum America -Compare and contrast the characteristics of the Union and Confederate armies (size, access to resources) -Describe the outbreak, major battles, turning points (Emancipation Proclamation/Gettysburg Address), and conclusion of the Civil War -Analyze key immediate outcomes of the Civil War on various groups and regions in the United States -Analyze the political, economic, and social effects of the Civil War</p>	<p>Civil War -TBD</p>	<p>Civil War -TBD</p>

Social Studies 8th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Reconstruction SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>Reconstruction What problems did reconstruction solve and what problems did it not solve? How did the end of Reconstruction affect the future of America? How did the lives of freed African Americans change? What were the three Reconstruction plans and why did each fail?</p>	<p>Reconstruction -Destruction of the South -Freedom for African Americans -Lincoln’s Assassination -13th Amendment -14th Amendment -15th Amendment -Reconstruction Plans and Acts -Carpetbaggers and Scalawags -KKK -Sharecropping -Supreme Court Cases -Jim Crow Laws</p>	<p>Reconstruction -Explain social and economic problems faced by the nation following the Civil War -Analyze and compare Reconstruction plans proposed by Abraham Lincoln and moderate Republicans, the Radical Republicans, and Andrew Johnson -Create a more effective Reconstruction plan -Evaluate the effectiveness of key components of Congressional Reconstruction, including the Freedmen’s Bureau and the establishment of military control of the South. -Describe and evaluate the impact of the Thirteenth, Fourteenth and Fifteenth amendments to the Constitution -Assess the long-term social and cultural impacts of Reconstruction on various groups</p>	<p>Reconstruction -TBD</p>	<p>Reconstruction -TBD</p>

Social Studies 8th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>American Movements SS.EC.3.6-8.MC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>American Movements How did the events of various American movements affect the United States citizens?</p>	<p>American Movements -Civil Rights US history of marginalized groups: -Natives Americans -Women -Latino -Immigrants -Disabled</p>	<p>American Movements -Analyze the causes and the impact of the movement of African Americans from the South to the industrial North and the West during the early 1900s. -Describe the dynamics of racial relations in the United States -Describe the causes and impact of the Harlem Renaissance -Analyze causes, characteristics, and consequences of social and cultural changes that took place in the United States during the 1900s -Identify key events and developments leading to the civil rights movement of the 1950s and 1960s. -Trace key developments in the legal battle to achieve school desegregation -Evaluate methods that civil rights activists used to protest racial discrimination -Compare the philosophies of prominent leaders of the civil rights movement -Analyze federal legislation that was passed to protect the rights of African Americans in the United States</p>	<p>American Movements -TBD</p>	<p>American Movements -TBD</p>

			<ul style="list-style-type: none">-Assess the impact of the civil rights movement on African Americans, the U.S. political system, and American society.-Trace and explain changes in women's roles during the 1900s-Describe the Latino and Native American struggles for civil rights during the 1900s-Describe key developments in African Americans' struggle for equality after 1968.		
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Social Studies 8th Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>War and Peace SS.G.2.6-8.MdC, MC SS.G.3.6-8.MC SS.H.1.6-8.LC, MdC, MC SS.H.2.6-8.LC, MdC, MC SS.H.3.6-8.LC.MdC.MC SS.H.4.6-8.LC, MdC, MC</p>	<p>War and Peace What led to US involvement in wars during 1900s-2000s? How did these wars impact the United States’ position in the world? How did these wars influence change for the citizens of the United States?</p>	<p>War and Peace -US role in the world -WWI (1914-1918) -WWII (1941-1945) -Cold War (1947-1991) -Korean War (1950-1953) -Vietnam War (1960’s-1975) -Gulf War (1990-1991) -Afghanistan (2001-present) -Iraq (2003-present) -Various “interventions”</p>	<p>War and Peace -Describe and explain factors that contributed to imperialism during the late 1800s and early 1900s. -Identify the pros and cons of US Imperialism -Evaluate U.S. global policies and events leading up to the U.S. involvement in each war -Assess the results of each war -Evaluate responses of the US government to the Holocaust -Describe how citizens on the home front supported the U.S. military’s efforts to win World War II -Analyze government policies on the home front during World War II (ie: censorship, Japanese American Internment) -Describe how developments on the home front affected various groups of Americans, including women, African Americans, and other minority groups -Analyze Cold War events in Cuba, Europe and the Americas during the 1960s. -Explain the causes and consequences of the antiwar movement during the Vietnam War -Trace key Cold War</p>	<p>War and Peace -TBD</p>	<p>War and Peace -TBD</p>

			<p>events that culminated in the fall of the Soviet Union and the end of the Cold War</p> <ul style="list-style-type: none"> -Evaluate the role of the United States in the Middle East from 1980 to 2020 		
<p>Economics SS.EC.3.6-8.MC SS.EC.FL.1.6-8.MdC SS.EC.FL.2.6-8.MdC, MC</p>	<p>Economics What is the fundamental role of income?</p> <p>Why is saving money critical?</p> <p>How are the services at financial institutions different?</p> <p>How should people spend money wisely and use a budget as a tool?</p>	<p>Economics -Income -Saving, Investing and Risk Management -Debit and Credit -Budget</p>	<p>Economics -Identify personal interests, skills, work preferences, and values -Identify career interests -Evaluate the risks and benefits of saving and investing -Evaluate risk and recognize insurance as a way to minimize it -Define taxes; explain their purpose; and understand how they affect everyone -Explain the advantages and disadvantages of using credit and debit cards -Explain who uses a budget and why -Identify the components of a successful budget -Create a successful budget using hypothetical life situations</p>	<p>Economics -Teacher observations -Classroom discussion</p>	<p>Economics -Junior Achievement: Finance Park</p>

Social Studies Kindergarten

Illinois Learning Standards for Social Science

Content Standards	Inquiry Skills
<p>Civics SS.CV.1.K Describe roles and responsibilities of people in authority SS.CV.2.K Explain the need for and purposes of rules in various settings, inside and outside of the school</p> <p>Geography SS.G.1.K Explain how weather, climate, and other environmental characteristics affect people’s lives SS.G.2.K Identify and explain how people and goods move from place to place</p> <p>Economics and Financial Literacy SS.EC.1.K Explain that choices are made because of scarcity</p> <p>History SS.H.1.K Compare life in the past with life today SS.H.2.K Explain the significance of our national holidays and the heroism and achievements of the people associated with them</p> <p>* National Holidays are taught at each grade level as age appropriate.</p>	<p>Developing Questions and Planning Inquiries SS.IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers SS.IS.2.K-2 Explore facts from various sources that can be used to answer the developed questions</p> <p>Evaluating Sources and Using Evidence SS.IS.3.K-2 Gather information from one to two sources with guidance and support from adults and/or peers SS.IS.4.K-2 Evaluate a source by distinguishing between fact and opinion</p> <p>Communicating Conclusions and Taking Informed Action SS.IS.5.K-2 Ask and answer questions about arguments and explanations SS.IS.6.K-2 Use listening, consensus building, and voting procedures to decide on and take action in their classroom</p> <p>* Inquiry skills are incorporated within all units.</p>

Technology

SMART Board, Elmo, laptop, iPads, YouTube, BrainPOP Jr.

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Civics SS.CV.1.K SS.CV.2.K</p>	<p>Civics Why are rules and responsibilities important? How are rules determined and enforced? Why are US symbols significant?</p>	<p>Civics Rules and responsibilities: -classroom, school, home, community -purpose -laws vs. rules -People in Authority and Community Workers -Citizenship -Voting and elections -US symbols: flag, eagle, white house, monuments and memorials, Statue of Liberty, Liberty Bell</p>	<p>Civics -Follow rules in various settings -Identify authorities in various settings -Demonstrate qualities of a good citizen -Participate in classroom voting/elections -Identify US symbols and their importance</p>	<p>Civics -Teacher observations -Classroom discussion</p>	<p>Civics -<i>Studies Weekly</i> -Classroom books</p>

Social Studies Kindergarten

Standards	Essential Questions	Content	Skills	Assessment	Resources
Geography SS.G.1.K SS.G.2.K	Geography How do environmental characteristics affect people’s lives? How are maps and globes used? How are landforms and bodies of water unique? How do things get from place to place?	Geography -Environmental characteristics affect people’s lives: resources, weather, seasons Maps and globes: -city, state, country, world -map key, compass rose, direction -create -Landforms: hills, mountains, oceans, lakes, rivers, islands Transportation: -boats, trains, planes, trucks -how people and goods move	Geography -Apply knowledge of the seasons and weather to everyday living -Tell the purpose of maps and globes -Identify landforms and bodies of water -Explain why there are different forms of transportation	Geography -Teacher observations -Classroom discussion	Geography - <i>Studies Weekly</i> -Classroom books -Globe
Economics SS.EC.1.K	Economics How are consumers and producers different? How are goods and services different? How are needs and wants different? How is money used?	Economics -Consumers and producers -Goods and services -Needs and wants -Money	Economics -Understand the jobs of consumers and producers -Compare and contrast goods and services -Identify the difference between needs and wants -Recognize that money is used for different purposes	Economics -Teacher observations -Classroom discussion	Economics - <i>Studies Weekly</i> -Classroom books -Junior Achievement
History SS.H.1.K SS.H.2.K	History How is life in the past different from today? Why are holidays celebrated? How do timelines represent events in time?	History -Life in past vs. today -Holidays and historical figures -Timelines	History -Compare and contrast life in the past and present -Describe the significance of holidays and historical figures -Create a timeline	History -Teacher observations -Classroom discussion	History - <i>Studies Weekly</i> -Classroom books

Social Studies PreKindergarten 3

Illinois Early Learning and Development Standards

- 14.A Understand what it means to be a member of a group and community
- 14.C Understand ways groups make choices and decisions
- 14.D Understand the role that individuals can play in a group or community
- 15.A Explore roles in the economic system and workforce
- 15.B Explore issues of limited resources in the early childhood environment and world
- 15.D Explore concepts about trade as an exchange of goods or services
- 16.A Explore his or her self and personal history
- 17.A Explore environments and where people live
- 18.A Explore people, their similarities, and their differences
- 18.B Develop an awareness of self within the context of family

**The map is a guide. Adjustments are made daily to meet the widespread needs of the students.
Every child may not reach the benchmarks by the end of the year. Growth, instead of mastery, is assessed.**

Technology

SMART Board, projector, laptop, iPad, YouTube

Standards	Essential Questions	Content	Skills	Assessment	Resources
Citizenship 14.A 14.C 14.D	Citizenship What does it mean to be a citizen?	Citizenship -rules: class, school, community -contributing: classroom jobs, working together, sharing -making choices and decisions	Citizenship -Follow the classroom rules -Work together with a partner or group -Choose and demonstrate individual choices	Citizenship -Teacher observation	Citizenship - <i>My Big World</i> by Scholastic -Classroom books
Economics 15.A 15.B 15.D	Economics Why do humans work together to create a productive community? How do humans work together to create a productive community?	Economics -community workers (ie: police, fireman, mail carriers, nurses/doctors, teachers) -trade system: earn, help, praise, share -limited resources: take care of classroom materials (supplies, toys), waste	Economics -Identify community workers -Participate in classroom trade system -Use classroom materials responsibly	Economics -Teacher observation -Discussion	Economics - <i>My Big World</i> by Scholastic -Dramatic Play Centers -Guest Speakers
Self-Awareness 16.A 18.A 18.B	Self-Awareness How is each person unique? How is each family unique?	Self-Awareness -all about me -awareness of self -similarities and differences	Self-Awareness -Share individual/family information -Identify family similarities and differences	Self-Awareness -Discussion -Project	Self-Awareness -Classroom books
Geography 17.A	Geography How are school environments organized?	Geography -visual representations	Geography -Demonstrate knowledge of basic locations within the school environment	Geography -Teacher observation	Geography -Labels and pictures

Social Studies PreKindergarten 4

Illinois Early Learning and Development Standards

- 14.A Understand what it means to be a member of a group and community
- 14.C Understand ways groups make choices and decisions
- 14.D Understand the role that individuals can play in a group or community
- 15.A Explore roles in the economic system and workforce
- 15.B Explore issues of limited resources in the early childhood environment and world
- 15.D Explore concepts about trade as an exchange of goods or services
- 16.A Explore his or her self and personal history
- 17.A Explore environments and where people live
- 18.A Explore people, their similarities, and their differences
- 18.B Develop an awareness of self within the context of family

**The map is a guide. Adjustments are made daily to meet the widespread needs of the students.
Every child may not reach the benchmarks by the end of the year. Growth, instead of mastery, is assessed.**

Technology

SMART Board, Elmo, laptop, iPad, YouTube, iPad apps

Standards	Essential Questions	Content	Skills	Assessment	Resources
Citizenship 14.A 14.C 14.D	Citizenship What does it mean to be a citizen?	Citizenship -rules: class, school, community -contributing: classroom jobs, working together, sharing -making choices and decisions: voting	Citizenship -Follow the classroom rules -Work together with a partner or group -Choose and demonstrate individual choices	Citizenship -Teacher observation	Citizenship - <i>Weekly Reader</i> by Scholastic -Classroom books
Economics 15.A 15.B 15.D	Economics Why do humans work together to create a productive community? How do humans work together to create a productive community?	Economics -community workers (ie: police, fireman, mail carriers, nurses/doctors, teachers) -trade system: earn, buy/sell, barter, share -limited resources: take care of classroom materials (supplies/toys), not waste	Economics -Identify community workers -Describe community workers' individual roles -Participate in classroom trade systems -Use classroom materials responsibly	Economics -Teacher observation -Discussion	Economics - <i>Weekly Reader</i> by Scholastic -Classroom books -Dramatic Play Centers -Puppets -Field Trips -Guest Speakers
Self-Awareness 16.A 18.A 18.B	Self-Awareness How is each person unique? How is each family unique?	Self-Awareness -all about me -awareness of self -similarities and differences	Self-Awareness -Share individual/family information -Identify family similarities and differences	Self-Awareness -Discussion -Project	Self-Awareness -Classroom books

Social Studies PreKindergarten 4

Standards	Essential Questions	Content	Skills	Assessment	Resources
World History	World History Why are historical figures important?	World History -Historical Figures (ie: George Washington, Abraham Lincoln, Johnny Appleseed) -Pilgrims and Native Americans -Veterans	World History -Value historical figures and holidays	World History -Teacher observation -Discussion	World History - <i>Weekly Reader</i> by Scholastic -Classroom books -Dramatic Play Centers -Music
Geography 17.A	Geography How are school environments organized? What are map features?	Geography -diagrams -visual representations -maps	Geography -Demonstrate knowledge of basic locations within the school environment -Recognize map features such as hills, rivers, and roads	Geography -Teacher observation -Discussion	Geography -Labels and pictures -Maps and globes