Social Studies Curriculum Overview - Kindergarten (Understand Yourself)

 Abilities Outcomes (Apply the following to each content outcome, if appropriate.)
1. Know that social studies is about how people live together.
   A. Be able to tell about yourself and people around you.
   B. Be able to talk about the news [use media to gather information, be able to share information, relate current events to personal experiences].
   C. Be able to talk about the significance of holidays and famous people.

 Content Outcomes
2. Know about where you live.
   A. Know where you live.
   B. Know what it is like where you live.

3. Know things which could change in your life.
   A. Know that families move.
   B. Know that families change in size and how they live.
   C. Know that parents have to work so you can have food, clothing, and shelter.

4. Understand that other people don’t live like you do.
   A. Know how others in the class live.
   B. Know about the life in other places (rural, urban) and what is important to them.
   C. Know about the life in other places in the United States and what is important to them.
   D. Know how others lived in the past and what was important to them.

5. Understand your responsibilities.
   A. Right now.
      1. Respect [social, rights of others, property, authority].
      2. Responsibilities [learn, grow, develop potential].
   B. In the future.
      1. Citizenship [participate and abide by the laws].
      2. Family [love, relationships, satisfaction].
      3. Career [final reward and job satisfaction].
      4. Environment [effects on the world and individual responsibilities].

6. Know days which are important to you.
   A. Know your birthday.
   B. Know the holidays which are important to you.

7. Geography
   A. Be able to identify land and water on a globe.
Social Studies Curriculum Overview - First Grade (Understand the Family)

Abilities Outcome (Apply the following to each content outcome, if appropriate.)

1. Know that social studies is about how people live together.
   A. Be able to tell about your family.
   B. Be able to talk about the news [use media to gather information, be able to share information, relate current events to personal experiences].
   C. Be able to talk about the significance of holidays and famous people.

Content Outcomes

2. Understand how families are alike.
   A. Know the meaning of family.
   B. Know the roles and responsibilities of parents.
   C. Know the roles and responsibilities of sisters and brothers.
   D. Know how the family earns and spends its money.
   E. Know the rules of the family.
   F. Know what groups the family belongs to.

3. Understand families can be different.
   A. Know about the families of others in the class and what is important to these families.
   B. Know about families around the country and what is important to these families.
   C. Know about families around the world and what is important to these families.
   D. Be able to say how other families are like and not like your family.

4. Understand your roles and responsibilities in the family.
   A. Know how important every member of the family is.
   B. Know why rules are important.
   C. Be able to follow rules and directions of the family.
   D. Be able to do your own share.
   E. Be able to keep your word.
   F. Be able to be honest and trustworthy.
   G. Be able to cooperate in the activities of the family.
   H. Be able to appreciate the contributions of others in the family.
   I. Be able to respect the rights of others in the family.
   J. Know what is important to the family.

5. Understand the relationship between the family and other groups of people.
   A. Be able to relate your family to your neighborhood.
   B. Be able to relate your family to your community.
   C. Be able to relate your family to your state.
   D. Be able to relate your family to your country.
   E. Be able to relate your family to the whole world.
   F. Be able to locate your family on maps of your neighborhoods, community, and state.

6. Geography Skills
   A. Be able to understand land and water on a globe.
Social Studies Curriculum Overview - Second Grade (Understand the Neighborhood)

**Abilities Outcome** (Apply the following to each content outcome, if appropriate.)

1. **Know that social studies is about how people live together.**
   A. Be able to present information about your neighborhood.
   B. Be able to talk about the news [use media to gather information, be able to share information, relate current events to personal experiences].
   C. Be able to talk about the significance of holidays and famous people.

2. **Understand the makeup of a neighborhood.**
   A. Know what a neighborhood is.
   B. Be able to read maps of a neighborhood.
   C. Know the geography of a neighborhood (school, businesses, parks, streets, other places).
   D. Know how a neighborhood is part of a community, state, and country.

3. **Understand how to work, play, and travel in a neighborhood.**
   A. Know about the groups and organizations in the neighborhood.
   B. Know the ways people earn a living in the neighborhood.

4. **Understand neighborhoods throughout the world.**
   A. Know about neighborhoods in other countries.
   B. Be able to compare the neighborhoods of others to your own.

5. **Understand the responsibilities of living in a neighborhood.**
   A. Be able and willing to cooperate for the good of all.
   B. Be able and willing to volunteer to make things happen.
   C. Be able to respect the rights and property of others.
   D. Know how you can help the neighborhood succeed.
   E. Know how to care for the neighborhood (environmentally and ecologically).

6. **Geography**
   A. Be able to use cardinal directions on a map.
   B. Be able to locate oceans and continents.
Abilities Outcome (Apply the following to each content outcome, if appropriate.)

1. **Be able to apply social studies to your life.**
   A. Be able to use knowledge of social studies to develop abilities.
      • Be able to think about social studies (analyze, solve, decide, classify, predict, estimate, compare).
      • Be able to read, write, speak, and listen about social studies (demonstrate, explain, recommend, share).
      • Be able to set goals and plan to reach them (envision, brainstorm, plan, organize, persist).
      • Be able to learn about social studies with others (cooperate, collect, record).
   B. Be able to identify and discuss problems about the community.
   C. Be able to present information about your community.
   D. Be able to talk about the news [use media to gather information, be able to share information, relate current events to personal experiences].
   E. Be able to talk about the significance of holidays and famous people.

Content Outcomes

2. **Understand what makes up a community.**
   A. Know what a community is and what is included in it.
   B. Know how a community is governed.
   C. Know about the finances (resources, goods, taxes) of a community.
   D. Know about the history of a community, including Skokie and Chicago.
   E. Know the importance of businesses and services in a community.

3. **Understand the geography of the community.**
   A. Be able to read a map of a community.
   B. Know how a community relates to a state and country.
   C. Know how a community is affected by its geographical location.
   D. Be able to create a model of a community (tentative).
   E. Be able to locate and identify landmarks.

4. **Understand how to be a part of a community.**
   A. Know the rules (laws and expectations) of a community.
   B. Know how a community's needs are met (services).
   C. Know about the groups, clubs, and organizations in the community.
   D. Know how the community is constantly changing.
   E. Know how to respect the rights and property of others.
   F. Know how to participate in a community to make a difference (volunteer, cooperate, do your share)
   G. Know what is important to a community (pride and culture).
   H. Know your responsibilities as a member of a community.

5. **Understand the similarities and differences of communities throughout the world.**
   A. Be able to relate your community to communities throughout the state.
   B. Be able to relate your community to communities throughout the United States.
   C. Be able to relate your community to communities in other countries.
   D. Know how communities in history were similar and different from today.
Abilities Outcome (Apply the following to each content outcome, if appropriate.)

1. Be able to apply social studies to life.
   A. Be able to use knowledge of social studies to develop abilities.
      • **higher thinking** (analyze, solve, decide, classify, develop, create, predict, estimate).
      • **communications** (present, persuade, demonstrate, explain, consider, deduce, recommend, share).
      • **goal setting and attainment** (research, envision, brainstorm, plan, organize, conduct, persist).
      • **experience** (collaborate, relate, summarize, record, interpret, compare, conclude).
   B. Be able to solve problems which relate to geography.
   C. Be able to present information about geography.
   D. Possess a working vocabulary of geography.
   E. Be able to do research in geography.
   F. Be aware of current events.
      • use media to gather information.
      • be able to research topics in current events.
      • relate current events to personal experiences.

Content Outcomes

2. Possess a visual sense of our world.
   A. Be able to use a globe to clarify your knowledge of the Earth (hemisphere, latitude, longitude).
   B. Be able to use charts and maps to show land and water forms.
   C. Be able to use charts and maps to show different regions of the U.S. (desert, plains, forest, mountain).
   D. Be able to develop charts and maps which show key information such as population, resources, climate, and vegetation.
   E. Be able to use map legends effectively (key, scale, directions, symbols).

3. Understand how living in a geographical region affects how people live.
   A. Know how climate affects the way people live.
   B. Know how regional situations affect the way people live.
   C. Know how the availability of natural resources affect the way people live.
   D. Know how people and the environment interact.
   E. Be able to compare life in various parts of the U.S. with your own.

4. Understand that people are dependent on one another for goods and services.
   A. Know where our food, clothing, and shelter comes from in various regions.
   B. Know which goods and services are produced and delivered in various regions.
   C. Know why people in various parts of the U.S. produce the goods and services they do.
   D. Know how our production of goods and services affects the environment.

CONTENT OUTCOMES - STATE HISTORY

5. Understand key influences that shaped Illinois.
   A. Know about key people, events, inventions, and discoveries in our state (motivations and effects).
   B. Know about the daily life of people in history in our state.
   C. Know about state government.

6. Possess a mental timeline of history in Illinois.
   A. Be able to place key influences on a timeline.
   B. Be able to relate key influences to their causes and effects.
   C. Have a logical sense of history (basic progression and mental map). (tentative)

7. Possess a mental map of Illinois.
   A. Be able to interpret maps and charts of our state.
B. Be able to make charts/maps to show information (population, resources).
C. Be able to develop charts and maps to depict change over time.
D. Be able to relate charts and maps to our lives today.
Social Studies Curriculum Overview - Fifth Grade (United States History)

Abilities Outcome (Apply the following to each content outcome, if appropriate.)

1. Be able to apply social studies to life.
   A. Be able to use knowledge of social studies to develop abilities.
      • higher thinking (analyze, decide, evaluate, classify, develop, create, estimate, generalize).
      • communications (persuade, demonstrate, explain, defend, consider, deduce, recommend).
      • goal setting and attainment (research, envision, plan, organize, conduct, persist).
      • experience (collaborate, relate, summarize, record, interpret, compare, simplify, conclude).
   B. Be able to identify, understand, and discuss problems which relate to U.S. history.
   C. Be able to present information about U.S. history.
   D. Possess a working vocabulary of U.S. history.
   E. Be able to do research in U.S. history.
   F. Be able to make predictions of the future based on the past.
   G. Be aware of current events.

Content Outcomes

2. Understand key influences from U.S. history which shape our lives today.
   A. Know key people and events throughout United States history.
   B. Know key discoveries and inventions throughout United States history.
   C. Know current and past cultures of the United States.
   D. Be able to describe key influences from the perspectives in which they occurred.
   E. Be able to relate key influences to our lives.
   F. Be able to state and support opinions regarding key events, people, inventions, and discoveries.

3. Possess a mental timeline of key influences on U.S. history.
   A. Be able to place key influences on a timeline.
   B. Know what life was like when a key influence occurred (logical sense--what was going on).
   C. Know what was happening before and after an influence occurred (cause and effect).

4. Understand the life of the first Americans.
   A. Know where various Native Americans tribes lived.
   B. Know about the food, clothing, and shelter of various tribes.
   C. Know about the culture of Native Americans.
   D. Be able to view the life of Native Americans from their perspective.
   E. Know about the Native Americans who live and/or live in our area.

5. Be able to use visual skills to assist you in understanding U.S. history.
   A. Be able to use charts and maps which show key information (population, resources, movement, battles).
   B. Be able to create charts and/or maps.
   C. Be able to relate charts and maps to our lives today.
   D. Know how the geography of the U.S. has changed through history.
Abilities Outcome (Apply the following to each content outcome, if appropriate.)

1. Be able to apply social studies to life.
   A. Be able to use knowledge of social studies to develop abilities.
      • higher thinking (analyze, decide, evaluate, classify, develop, create, estimate, generalize).
      • communications (persuade, demonstrate, explain, defend, consider, deduce, recommend).
      • goal setting and attainment (research, envision, plan, organize, conduct, persist).
      • experience (collaborate, relate, summarize, record, interpret, compare, simplify, conclude).
   B. Be able to identify and discuss problems which relate to world history and geography.
   C. Be able to present information about world history and geography.
   D. Possess a working vocabulary of world history and geography.
   E. Be able to do research in world history and geography.
   F. Be able to make predictions of the future based on the past.
   G. Be aware of current events.

Content Outcomes

2. Understand key influences which shape(d) the world.
   A. Know how and where civilizations were formed.
   B. Know about cultures throughout history (in the world).
   C. Know about the daily life of people in history (in the world).
   D. Know about key people, events, inventions, and discoveries in the world (motivations, effects).
   E. Be able to view key influences from different perspectives.

3. Possess a mental timeline of history (of the world).
   A. Know how to place key influences on a timeline.
   B. Be able to relate key influences to their causes and effects.
   C. Know what life was like when a key influence occurred (logical sense--what was going on).

4. Possess a mental map of the physical characteristics of the world.
   A. Be able to use a globe to show knowledge of the earth.
   B. Be able to use charts and maps to show land and water forms.
   C. Be able to interpret charts and maps which show key information such as population, resources, climate, and vegetation.
   D. Be able to interpret charts, maps, and graphs to depict change over time.
   E. Be able to locate important information on maps (population, resources, climate, vegetation, landforms, water masses).
   F. Be able to use latitude and longitude to locate.
   G. Be able to make generalizations and comparisons based on globes, charts, maps, and graphs.

5. Understand how geography has shaped and changed cultures throughout history.
   A. Know physical characteristics of the world which have been key influences in shaping cultures.
      • identify the regions of the world and the culture of the people in each region (values and behavior).
      • identify the mountain ranges and water masses of the world and how they have affected people.
      • identify the climate of the world and how it has affected people.
      • identify the natural resources of the world and how they have affected people.
      • identify great boundaries of the world and how they have affected people.
   B. Be able to compare the cultures of others with their own and relate cultures to their geographical settings.
Abilities Outcome (Apply the following to each content outcome, if appropriate.)

1. Be able to apply social studies to life.
   A. Be able to use knowledge of social studies to develop abilities.
      • higher thinking (analyze, decide, evaluate, classify, develop, cause and effect, create, estimate, generalize).
      • communications (persuade, demonstrate, explain, defend, consider, deduce, recommend).
      • goal setting and attainment (research, envision, plan, organize, conduct, persist).
      • experience (collaborate, relate, summarize, record, interpret, compare, simplify, conclude).
   B. Be able to generate alternative solutions to problems which relate to early U.S. history.
   C. Be able to present information about early U.S. history.
   D. Possess a working vocabulary of early U.S. history.
   E. Be able to do research in early U.S. history.
   F. Be able to identify correlations between past and current events.
   G. Be aware of current events.
      • use media to gather information.
      • be able to research topics in current events.
      • relate current events to personal experiences.

Content Outcomes

2. Understand key influences which shaped our early country.
   A. Identify the groups which inhabited the early United States.
   B. Discuss daily life (tools, routines, pleasures, setting) in early United States history.
   C. Explain key foreign and domestic events, people, inventions, and discoveries in early United States history.
   D. Identify motivations which lead to change in early United States history.
   E. Explain the influence of the Protestant Reformation in early American History.
   F. Be able to summarize the basic precepts of the Declaration of Independence, Constitution, and the Bill Rights.

3. Possess a chronological perspective of early United States history.
   A. Be able to place key influences on a timeline and identify cause and effect relationships in early U.S. History.
   B. Construct a logical progression of early United States history.

4. Possess a visual sense of early United States history.
   A. Be able to interpret maps, charts, and graphs which depict the world at various points in early United States history.
   B. Be able to interpret and formulate charts, maps, and graphs which show key information (population, resources, movement, battles, change over time).

5. Be able to view early United States history from various perspectives.
   A. Be able to discuss important issues to groups in early United States history.
   B. Identify key values that influenced the lives of various groups in early United States history.

6. Understand the role of economics in early U.S. History.
   A. Be able to identify basic economic terms (supply and demand, types of economies, and role of government in the economy).
   B. Be able to explain the role of economic motivation in early U.S. History.
**Abilities Outcome** (Apply the following to each content outcome, if appropriate.)

1. **Be able to apply social studies to life.**
   - A. Be able to use knowledge of social studies to develop abilities.
     - **higher thinking** (analyze, decide, evaluate, classify, develop, create, estimate, generalize).
     - **communications** (persuade, demonstrate, explain, defend, consider, deduce, recommend).
     - **goal setting and attainment** (research, envision, plan, organize, conduct, persist).
     - **experience** (collaborate, relate, summarize, record, interpret, compare, simplify, conclude).
   - B. Be able to generate alternative solutions to problems which relate to modern U.S. history.
   - C. Be able to analyze issues through research, thesis, support, recommendations.
   - D. Be able to present information about modern U.S. history.
   - E. Possess a working vocabulary of modern U.S. history.
   - F. Be able to do research in modern U.S. history (find, analyze, apply).
   - G. Be able to identify correlations between past and current events.
   - H. Critique current events.
     - use media to gather information.
     - be able to research topics in current events.
     - relate current events to personal experiences.

**Content Outcomes**

2. **Understand key influences which shape our modern country.**
   - A. Identify the groups which immigrated to the modern United States.
   - B. Compare the cultures (beliefs, values, accepted behaviors, environment) of modern Americans.
   - C. Discuss daily life (inventions, routines, pleasures, setting) in modern United States history.
   - D. Explain key foreign and domestic events, people, inventions, and discoveries in modern United States history.
   - E. Identify motivations which lead to change in modern United States history.
   - F. Analyze and interpret the basic precepts of the Constitution and Bill of Rights.

3. **Develop a chronological perspective of modern United States history.**
   - A. Be able to place key influences on a timeline, and identify key cause and effect relationships in modern U.S. History.
   - B. Construct a logical progression of modern United States history.

4. **Possess a visual sense of modern United States history.**
   - A. Be able to interpret maps, charts, and graphs which depicts the world at various points in modern United States history.
   - B. Be able to interpret and formulate charts, maps, and graphs which show key information (population, resources, movement, battles, change over time).

5. **Be able to view modern United States history from various perspectives.**
   - A. Discuss important issues to groups in modern United States history.
   - B. Identify key values that influenced the lives of various groups in modern United States history.

6. **Understand the relationship between human culture and modern U.S. history.**
   - A. Identify the influence of media as it impacts modern U.S. History and culture.
   - B. Explain the role of world culture as it influences modern U.S. History.