

## **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.

**Content Outcomes**

**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.

## **Social Studies Curriculum Overview - Third Grade (Understand Your Community)**

**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.

## **Social Studies Curriculum Overview - Fourth Grade (The Earth and Its People)**

**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.

# Social Studies Curriculum Overview - Sixth Grade (World 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.

# **Social Studies Curriculum Overview - Grade Seven**

## **(Early United States History--Exploration to Reconstruction)**

**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.

# **Social Studies Curriculum Overview - Modern United States History (Reconstruction to Present) - Grade Eight**

**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.