

CCSD 146

Grade Level: Kindergarten

Focus: My Family, and important people in my life: relatives, friends, teachers, and neighbors.

Theme: My world as a kindergartener

Essential Questions: What makes a community?

Civics	Geography	Economics and Financial Literacy Standards	History
<p>Civic and Political Institutions SS.CV.1.K: Describe roles and responsibilities of people in authority.</p> <p>Who are the people who help me make good decisions?</p> <p>Processes, Rules, and Laws SS.CV.2.K: Explain the need for and purposes of rules in various settings, inside and outside of the school.</p> <p>Why are rules created? How are rules similar and different at home, school?</p>	<p>Human-Environment Interaction: Place, Regions, and Culture SS.G.1.K: Explain how weather, climate, and other environmental characteristics affect people’s lives.</p> <p>How does weather affect your life?</p> <p>How is a kindergartener's life in Illinois alike/different from a kindergartener in Florida, Maine, Colorado, Alaska, Arizona?</p> <p>Human Population: Spatial Patterns and Movements SS.G.2.K: Identify and explain how people and goods move from place to place.</p>	<p>Economic Decision Making SS.EC.1.K: Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want)</p> <p>What is the difference between a need and a want?</p>	<p>Change, Continuity and Context SS.H.1.K: Compare life in the past with life today.</p> <p>How is life as a kindergartener changed from when your mom or dad were in kindergarten? Your grandparents?</p> <p>What are the important events in my life? When did they happen? Sequence personal events.</p>
<p>VOCABULARY</p> <ul style="list-style-type: none"> ● rules ● friends ● respect ● responsibility 	<p>VOCABULARY</p> <ul style="list-style-type: none"> ● climate ● weather ● culture ● geography ● map ● globe ● transportation 	<p>VOCABULARY</p> <ul style="list-style-type: none"> ● share ● needs ● wants ● choices 	<p>VOCABULARY</p> <ul style="list-style-type: none"> ● maps (Intro) ● location

CCSD 146

Grade Level: First Grade

Focus: My School and Family

Theme: Living, Learning, and Working Together

Essential Question: How do we work together at school and home?

Civics	Geography	Economics and Financial Literacy Standards	History
<p>Civic and Political Institutions SS.CV.1.1: Explain how all people, not just official leaders, play important roles in a community.</p> <p>Who are my leaders? (home/school) and how do they help me? Identify leaders and describe how they help.</p> <p>Processes, Rules, and Laws SS.CV.2.1: Identify and explain how rules function in various settings, inside and outside of the school.</p> <p>What rules do we have at home and school? Why do we have rules at home and school? How do rules help us at home and school? Identify rules at school/home and explain why they are important.</p>	<p>Geographic Representations: Spatial Views of the World SS.G.1.1: Construct and interpret maps and other representations to navigate a familiar place.</p> <p>What is a map? What do different types of maps show? Find objects on a map using a map key. Draw a map using symbols and a map key. Identify types of maps and explain why you would use these maps.</p>	<p>Economic Decision Making SS.EC.1.1: Explain and give examples of when choices are made that something else is given up.</p> <p>What do I need? What do I want? How do I choose what I need and want?</p> <p>Financial Literacy SS.EC.FL.3.1: Explain how people earn pay or income in exchange for work.</p> <p>What ways do people earn money?</p>	<p>Change, Continuity and Context SS.H.1.1: Create a chronological sequence of multiple events.</p> <p>Identify events that are important. Create a timeline using important events.</p> <p>SS.H.2.1: Describe individuals and groups who have shaped a significant historical change.</p> <p>S.S.H.3.1: Compare perspectives of people in the past to those of people in the present.</p> <p>How were things different from long ago?</p> <p>What traditions are found in my family, school? Demonstrate, compare and contrast traditions that you have experienced.</p>

VOCABULARY

- rules
- responsibilities
- good sport
- listen
- play fairly
- share
- take turns
- talk
- fair
- safe
- leaders
- cooperation
- neighbor
- neighborhood

VOCABULARY

- map
- globe
- location
- direction
- symbol
- map key
- compass rose
- north
- south
- east
- west
- route

VOCABULARY

- needs
- wants
- jobs
- trade
- producers
- consumers
- goods
- services
- clerk

VOCABULARY

- group
- community
- traditions
- events
- history
- past
- celebrate

CCSD 146

Grade Level: **Second Grade**

Focus: **My Town: The geography, economics, and citizenship of my local community.**

Theme: **I am a citizen of my town**

Essential Questions: **How do the citizens of my community make it a better place?**

Civics	Geography	Economics and Financial Literacy Standards	History
<p>Civic and Political Institutions SS.CV.1.2: Explain what governments are and some of their functions (e.g. making and enforcing laws, protecting citizens, and collecting taxes).</p> <p>Processes, Rules, and Laws SS.CV.2.2: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. Why is it important to have rules/laws in our communities? Explain why rules and laws change from time to time and place to place. Who are our community/local leaders? Identify leaders and list their responsibilities. What decisions do I make to better my community? Recognize and make decisions that will positively affect my community.</p>	<p>Geographic Representations: Spatial Views of the World SS.G.1.2: Construct and interpret maps and other graphic representations of both familiar and unfamiliar places. What information is needed to make a map? Identify basic features of a map using the map key and compass rose. What are the physical features of our community? Locate and describe your house in relation to our school and other places in our community. How is our community related to the world? (city, state, country, continent) Describe the relative location of my community in the world.</p> <p>Human-Environment Interaction: Place, Regions and Culture SS.G.2.2: Identify some cultural and environmental characteristics of your community and compare to other places.</p> <p>Human Population: Spatial Patterns and Movements</p>	<p>Economic Decision Making 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.</p> <p>Exchange and Markets SS.EC.3.2: Compare the goods and services that people in the local community produce and those that are produced in other communities</p> <p>Supplemental Materials What are the goods and services available in our community? Find out what goods and services are available in our community. Would our community be able to meet its own needs and wants? Discuss ways in which communities depend on one another. Who provides goods and services for our community? Identify people who produce goods and services for our community. How do we pay for goods and services in our</p>	<p>Change, Continuity and Context SS.H.1.2: Summarize changes that have occurred in the local community over time. What important events take place every year in our community? Describe annual traditions in our community.</p> <p>What stories, music, and cultural experiences are parts of this community? Explore the stories, music, and cultural experiences in our community.</p> <p>How do organizations and institutions work together to help our community? Categorize some of the social services that are available.</p> <p>Perspectives SS.H.2.2: Compare individuals and groups who have shaped a significant historical change.</p> <p>Landmarks of Citizenship</p> <p>Historical Sources and Evidence SS.H.3.2: Explain how different kinds of historical</p>

	<p>SS.G.3.2: Explain how people in your community use local and distant environments to meet their daily needs.</p>	<p>community? Explain how taxes provide goods and services.</p> <p>Financial Literacy SS.EC.FL. 4.2.: Explain that money can be saved or spent on goods and services. How did people in our community make a living in the past? Describe how people in our community made a living in the past. Compare this with how they make a living presently and will in the future. What are the important events that took place in our community? Where did the events happen? Locate and organize important historical events in our community in a timeline How were the experiences of older people like and unlike mine today? Compare my experiences with those of older people.</p>	<p>sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.</p> <p>What evidence do we see in our community of past customs and cultures? Explore past traditions found within the community.</p>
<p>VOCABULARY</p> <ul style="list-style-type: none"> ● rules ● responsibilities ● local leaders ● citizens ● resident ● responsibilities ● decisions ● business ● service ● law ● tax 	<p>VOCABULARY</p> <ul style="list-style-type: none"> ● community ● town ● city ● environment ● natural resources ● rural, suburban, urban ● compass rose, map grid, map key, symbol ● landforms and bodies of water (Chapter 5) 	<p>VOCABULARY</p> <ul style="list-style-type: none"> ● timeline ● history of leaders ● history of community ● individual ● group ● past traditions ● changing community ● past – present – future ● events ● rebuild ● timeline ● taxes ● needs and wants 	<p>VOCABULARY</p> <ul style="list-style-type: none"> ● location ● direction ● key (map) ● Where am I? ● local ● environment ● human interaction ● rebuild ● traditions ● culture

		<ul style="list-style-type: none">● resources● scarcity● citizen● responsibility● business● law● service● tax	
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CCSD 146

Grade Level: **Third Grade**

Focus: **Communities Near and Far**

Theme: **Local, County and Global Communities in Which We Live.**

Essential Questions: **How is our community connected (and influenced) to other communities?**

Civics	Geography	Economics and Financial Literacy Standards	History
<p>Civic and Political Institutions 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>How are the roles and responsibilities of leaders in different communities alike and different? (Leaders; Responsibilities) Compare and contrast roles and responsibilities of leaders.</p> <p>Participation and Deliberation: Applying Civic Virtues and Democratic Processes SS.CV.3.3: Compare procedures for making decisions in the classroom, school and community.</p>	<p>Geographic Representations: Spatial Views of the World SS.G.1.3: Locate major landforms and bodies of water on a map or other representation.</p> <p>How can we use maps and other geographic tools to learn about different communities? (Map; Location; Urban, Rural, Suburban; Physical Features)</p> <p>Use maps and other geographic tools. How can I describe the diverse geographical features in communities? (Urban, Suburban, Rural, Location) Identify and compare geographical features in diverse communities.</p> <p>How do location, physical features and population, define a community as urban, suburban or rural? (Suburban, Urban, Rural)</p>	<p>Economic Decision Making 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>Exchange and Markets SS.EC. 2.3: Generate examples of the goods and services that governments provide.</p> <p>Financial Literacy SS.EC.FL.3.3: Describe the role of banks and other financial institutions in an economy. CHAPTER 10</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>Change, Continuity and Context SS.H.1.3: Create and use a chronological sequence of events.</p> <p>Perspectives SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.</p> <p>Historical Sources and Evidence 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>How do the decisions of lawmakers affect citizens and communities? (Decisions; Consequences) Investigate laws and their consequences.</p> <p>Processes, Rules and Laws SS.CV.4.3: Describe how people have tried to improve their communities over time.</p>	<p>Compare and contrast how location, physical features, and populations define communities as urban, suburban, and rural. Where is my community in relation to other communities? (State, City, Country, Continent, Planet)</p> <p>Human-Environment Interaction: Place, Regions and Culture SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places.</p> <p>Global Interconnections: Changing Spatial Patterns SS.G.3.3: Show how consumption of products connects people to distant places. How do urban, suburban and rural communities interact with each other? (Cause/Effect)</p>		
<p>VOCABULARY</p> <ul style="list-style-type: none"> • rules • laws • mayor • governor • president • decisions • consequences 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • urban • suburban • county • rural 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • goods • services • taxation • producers • consumers • scarcity • resources 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • city • state • county • continent • events • heritage

CCSD 146

Grade Level: Fourth Grade

Focus: My State: Illinois

Theme: Illinois compared to other regions of the US

Essential Questions: How does Illinois compare to other states in our nation?

How do people influence Illinois' government, commerce, geography and economy?

What has drawn people to Illinois?

How is the Illinois government similar to and different from our country's government?

Civics	Geography	Economics and Financial Literacy Standards	History
<p>Civic and Political Institutions 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>Participation and Deliberation: Applying Civic Virtues and Democratic Processes SS.CV.3.4: Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, and respect for individual rights) that guide our state and nation.</p>	<p>Geographic Representations: Human Environment Interaction Population SS.G.1.4: Construct and interpret maps of Illinois and the United States using various media.</p> <p>How are physical features in each region alike and different? (Physical Features; Regional Map) Compare and contrast the features of the region.</p> <p>How can we use maps and other geographic tools to learn about a region? (Regional Map) Use maps and other geographic tools.</p> <p>How do the geographical features in IL and the Midwest compare with those in other regions?</p> <p>Human-Environment Interaction: Place,</p>	<p>Economic Decision Making S S.EC.1.4: Explain how profits reward and influence sellers.</p> <p>Exchange and Markets SS.EC. 2.4: Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).</p> <p>Financial Literacy SS.EC.FL.3.4: Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options). SS.EC.FL. 4.4: Explain that income can be saved, spent on good and services, or used to pay taxes.</p> <p>What resources are characteristic of a region? (Human, Natural, Capital Resources) Identify the resources characteristic of a region.</p>	<p>Perspectives 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>Historical Sources and Evidence SS.H.2.4: Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.</p> <p>Causation and Argumentation SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history.</p>

<p>Why do we need local, state, and national governments and how do they help us? (State, Local, National) Describe why different levels of government are necessary.</p> <p>What is the structure of Illinois government and what is the structure of each branch? (State, Local Government; Branches, Judicial, Legislative, Executive; Structure; Function) Distinguish between levels and branches of government and identify their responsibilities.</p> <p>Who are our state leaders and how are they chosen? What are their roles and responsibilities? (Decisions; Consequences) Explain how state leaders are chosen and describe what they do.</p> <p>Processes, Rules and Laws SS.CV.4.4: Explain how rules and laws change society and how people change rules and laws in Illinois.</p>	<p>Regions and Culture SS.G.2.4: Analyze how the cultural and environmental characteristics of places in Illinois change over time.</p> <p>Human Population 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>(Environments; Human Interactions) Compare and contrast diverse ecosystems. Metropolitan, Suburban and Rural</p> <p>How have various individuals and groups affected the history of Chicago/ Springfield? (Timeline; Turning Points) Identify individuals and groups who have shaped Chicago/ Springfield.</p>	<p>How are goods and services produced and used in different regions of the US? (Goods, Services) Compare and contrast goods and services from different regions.</p> <p>How does tourism differ from region to region? (Tourism) Differentiate the role of tourism in different regions</p>	
<p>VOCABULARY</p> <ul style="list-style-type: none"> ● government ● structure and function ● branches – judicial, legislative, executive ● local ● state 	<p>VOCABULARY</p> <ul style="list-style-type: none"> ● physical features ● regional map ● environments ● human interactions ● timeline ● turning points 	<p>VOCABULARY</p> <ul style="list-style-type: none"> ● interdependency ● producers ● consumers ● scarcity ● human, natural, and capital resources 	<p>VOCABULARY</p> <ul style="list-style-type: none"> ● Perspectives

<ul style="list-style-type: none">● national● regions● decisions● consequences		<ul style="list-style-type: none">● cause/effect● tourism● entrepreneur● abundance	
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CCSD 146

Grade Level: Fifth Grade

Focus: Shaping a Nation - America's past from the first migrations into the Americas ...

Theme: Our Nation, Our World

Essential Questions: How did America become a nation?

Civics	Geography	Economics and Financial Literacy Standards	History
<p>Civic and Political Institutions SS.CV.1.5: Distinguish the responsibilities and powers of government official 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>Processes, Rules and Laws SS.CV.4.5: Explain how policies are developed to address public problems</p>	<p>Human-Environment Interaction: Place, Regions and Culture SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change over time.</p> <p>Human Population 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 developments that have impacted our nation and compare to other places.</p> <p>Global Interconnections SS.G.4.5: Compare the environmental characteristics of the United States to other world regions.</p>	<p>Exchange and Markets SS.EC.1.5: Analyze why and how individuals, businesses, and nations around the world specialize and trade.</p> <p>National and Global Economy SS.EC.2.5: Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence behavior in our nation's economy and around the world.</p> <p>SS.EC.3.5: Determine the ways in which the government pays for the goods and services it provides.</p> <p>Financial Literacy SS.FL.4.5: Explain that interest is the price the borrower pays for using someone else's money.</p>	<p>Change, Continuity, and Context SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>Historical Sources and Evidence 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>Causation and Argumentation SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history.</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> • government • democracy 	<p>Vocabulary</p> <ul style="list-style-type: none"> • environmental • natural resources 	<p>Vocabulary</p> <ul style="list-style-type: none"> • goods • services 	<p>Vocabulary</p> <ul style="list-style-type: none"> • treaty • traditions

<ul style="list-style-type: none">• Executive Branch• Judicial Branch• Legislative Branch		<ul style="list-style-type: none">• barter• trade• capital resources	<ul style="list-style-type: none">• declaration
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