

COMMUNITY UNIT SCHOOL DISTRICT 200

Social Studies Curriculum

We believe that through Social Studies education, every child can learn the role of responsible citizenship in a culturally diverse society in a democratic world. Students will be able to access information which will help them be curious lifelong learners capable of making informed and reasoned decisions for the public good.

Grade 1

- 1. Subject Expectation (State Goal 14)** **The student will understand political systems, with an emphasis on the United States.**

Essential Learning 1 (Learning Standard A)	Explore basic principles of the United States government
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| Critical Content | 14.A.1 | a. know that a responsibility is a duty to do something or a decision not to do something |
| | 14.A.1 | b. demonstrate civic responsibility <ul style="list-style-type: none">• formulate and follow classroom and school rules• understand individual rights and the rights of others |
| | 14.A.Kb | c. demonstrate a beginning awareness of city/town, state and country |

Essential Learning 2 (Learning Standard B)	Understand the structures and functions of the political systems of the school, * Illinois, the United States and other nations
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| Critical Content | 14.B.1 | a. recognize the need for authority figures |
| | 14.B.1 | b. identify authority roles within the school |
| | 14.DKb | <ul style="list-style-type: none">• teacher• principal• specialists• lunchroom supervisor• adult helpers who volunteer or on staff• crossing guards |
| | 14.A.1,
14.B.1
14.A.1 | c. knows similarities and differences between rules and responsibilities at home and at school
d. recognize examples of honesty, caring, and trustworthiness at school |

Essential Learning 3 (Learning Standard C)	Explore election processes and responsibilities of citizens
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| Critical Content | 14.C.1 | a. demonstrate concepts of responsible citizenship including respect for the law, patriotism, civility and working with others |
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- 14.C.1 b. participate in developing classroom rules and identifying consequences of breaking rules
- follow school rules
 - understand the rights of others
 - participate as a member of a classroom and school community
 - model respect for the American flag and country

Essential Learning 4 (Learning Standard D)	Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations
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- Critical Content 14.D.1 a. identify the roles of civic leaders (e.g., elected leaders, public service leaders)
- explain the role of teacher and principal
 - explain the role of the President, *such as* Abraham Lincoln or the current president
 - explain the role of a citizen in the classroom and in the school

Essential Learning 5 (Learning Standard E)	Understand United States foreign policy as it relates to other nations and international issues
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Essential Learning 6 (Learning Standard F)	Understand the development of United States political ideas and traditions
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- Critical Content 14.F.1 a. explain the meaning of American symbols including
- identify the American Flag as a symbol of freedom and democracy
 - identify the White House as the place where the president resides
 - recognize the picture and name of the current president
 - recite and stand for the Pledge of Allegiance
 - recognize and stand for the National Anthem
 - use appropriate “flag” etiquette *such as* facing the flag, standing for the flag, and removing one’s hat
- 14.F.1 b. describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom
- recognize individual rights and the concept of freedom in the school setting

Essential Learning 7	*	Formulate and defend reasoned judgments and evaluate those of others regarding political topics
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- Critical Content
- * a. formulate an opinion
 - * b. respect the opinions of others
 - * c. distinguish the difference between a fact and an opinion

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- * d. listen to views, and discuss stories, poems and other media about people from other places and times

Essential Learning 8 * Use reading and writing strategies to comprehend expository materials

- Critical Content
- * a. activate background information using *pre-reading* strategies *such as*:
 - brainstorming
 - previewing
 - predicting
 - setting a purpose
 - * b. recognize text features in order to aid comprehension and recall:
 - format features within a text
 - identify heading to determine the ordinance hierarchy of ideas
 - discern where a section of text starts and stops using organizational visual cues
 - distinguish headings from boldfaced vocabulary words
 - explore features unusual to the specific text
 - *captions
 - *charts
 - *graphs
 - use the front and end matter of text
 - *glossary
 - *table of contents
 - *index
 - explore of the interrelationship among ideas
 - enumeration (listing)
 - time order (chronology)
 - comparison/contrast
 - cause/effects
 - problem/solutions
 - * c. explore self-monitoring strategies *during* reading to understand expository text *such as*:
 - formulate predictions
 - develop questions as one reads
 - rereading
 - use vocabulary strategies to determine text meaning
 - context clues
 - word recognition strategies
 - glossary usage
 - * d. check for understanding of expository text *after* reading, using various strategies *such as*:
 - retell information in oral, or written formats
 - * e. produce written products for a variety of purposes and audiences *such as*:
 - journaling

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- illustrating
- formulate answers to open-ended questions
- expository essays

Essential Learning 9 * **Access, use and evaluate information from a variety of sources**

- Critical Content
- * a. choose from teacher selected research materials
 - * b. recognize and understand the function of parts of a book and use appropriately *such as*:
 - table of contents
 - glossary
 - timeline
 - * c. locate information using a variety of resources *such as*:
 - non-fiction books
 - computer technology
 - videos
 - Time For Kids, National Geographic, Let's Find Out, Weekly Reader, etc.
 - historical fiction
 - community resources *such as* speakers and museums
 - * d. organize information using a variety of graphic organizers

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**2. Subject Expectation
(State Goal 15)**

The student will understand economic systems, with an emphasis on the United States

Essential Learning 1 (Learning Standard A)	Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services
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| Critical Content | 15.A.Ka | a. develop an awareness of school and community workers and the services they provide <i>such as</i> dentist, firefighter, police officer, principal, teacher, nurse and doctor |
| | 15.A.1a | b. compare community workers as to whether they provide goods or services |
| | 15.A.Kb | c. describe jobs of community workers and what is required to perform them |
| | 15.A.1b | d. describe how wages/salaries can be earned in exchange for work |
| | 15.A.1a | e. list and categorize goods and services families consume |

Essential Learning 2 (Learning Standard B)	Understand that scarcity necessitates choices by consumers
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| Critical Content | 15.B.K | a. describe the difference between needs and wants |
| | 15.B.K | b. recognize that all people share the same basic needs of food, shelter and clothing |
| | 15.B.1 | c. explain why consumers must make choices and predict the consequences of those choices <ul style="list-style-type: none">• recognize that available school resources can affect choices, <i>such as</i> PTA contributions, art supplies, and school supplies• explore how a family made a choice |

Essential Learning 3 (Learning Standard C)	Understand that scarcity necessitates choices by producers
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| Critical Content | 15.C.1a | a. identify people who produce goods and services in the community |
| | 15.C.1a | b. list the resources needed to produce a simple item <i>such as</i> paper |
| | 15.C.1b | c. explore the concept of supply and demand with classroom supplies |

Essential Learning 4 (Learning Standard D)	Understand trade as an exchange of goods or services
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| Critical Content | 15.D.1a | a. demonstrate the benefits of simple voluntary exchanges <ul style="list-style-type: none">• explore how trading affects outcomes |
| | 15.D.1b | b. define barter as a type of exchange and that money makes exchange easier |

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- 15.D.1b c. identify money as an exchange for goods and services and how it makes it easier
- 15.D.1b d. recognize that people rely on others for goods and services

Essential Learning 5 (Learning Standard E)	Understand the impact of government policies and decisions on production and consumption in the economy
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- Critical Content 15.E.1 a. identify goods and services that are provided by or for our school
- recognize that some jobs are paid, some are volunteers *such as* teachers versus parent volunteers
 - recognize that some goods are donated and some are purchased

Essential Learning 6 (Learning Standard)	* Formulate and defend reasoned judgments and evaluate those of others regarding economic topics
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- Critical Content *
- * a. explain when and how we spend money
 - * b. demonstrate a respect for the opinions of others
 - * c. distinguish the difference between a fact and an opinion
 - * d. listen to views, and discuss stories, poems and other media about people from other places and times

Essential Learning 7	* Use reading and writing strategies to comprehend expository materials
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Critical Content * Same as Subject Expectation 1, Essential Learning 8

Essential Learning 8	* Access, use and evaluate information from a variety of sources
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Critical Content * Same as Subject Expectation 1, Essential Learning 9

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**3. Subject Expectation
(State Goal 16)**

The student will understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

**Essential Learning 1
(Learning Standard A)**

Apply the skills of historical analysis and interpretation

Critical Content	16.A.1a	a. explain the difference between past, present and future time and student's place in time <ul style="list-style-type: none">• compare President Lincoln with our current President• compare how Lincoln's decisions impact lives today
	16.A.1b	<ul style="list-style-type: none">• explore contributions of historical significance including: Martin Luther King, Christopher Columbus, George Washington, and Abraham Lincoln
	16.A.1b	<ul style="list-style-type: none">• place events in students' own lives in chronological order
	16.A.1a	b. show understanding of how historical time is organized <ul style="list-style-type: none">• sequence the seasons of the year, days of the week and months• read dates on a calendar and associate them with days of the week• on a calendar for the current year, identify the months for Veteran's Day, Thanksgiving, and Martin Luther King's Birthday• explore simple timelines
	16.A.1a	c. demonstrate an ability to use correct vocabulary associated with time <i>such as</i> past, present, future, and long ago; week, month, year; today, tomorrow, and yesterday
	16.A.Kb	d. show some awareness of time and how the past influences people's lives
	16.A.Kc	e. explore how people in different places have different experiences

**Essential Learning 2
(Learning Standard B)**

Understand the development of significant political events

Critical Content	16.B.1b(US)	a. explain why individuals, groups, issues and events are celebrated with local, state or national holidays or days of recognition <i>such as</i> Lincoln's Birthday, Martin Luther King's Birthday, Veterans' Day and Thanksgiving
		b. explore significance of American holidays, including Veteran's Day and Thanksgiving, and Fourth of July

**Essential Learning 3
(Learning Standard C)**

Understand the development of economic systems

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Essential Learning 4 (Learning Standard D)	Understand Illinois, United States and world social history
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| Critical Content | 16.D.1(W) | a. explore customs and traditions from around the world and how it influences the community <i>such as</i> a holiday symbol and it's country of origin (i.e. tree/Germany, poinsettia/Mexico, menorah/Israel) |
| | 16.A.1c | b. know that history tells the story of people and events of other times and places |

Essential Learning 5 (Learning Standard E)	Understand Illinois, United States and world environmental history
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| Critical Content | 16.E.1(US) | a. describe how the local environment has changed over time |
| | 16.E.1(US) | b. identify how reducing, reusing and recycling impact your school community |

Essential Learning 6 *	Formulate and defend reasoned judgments and evaluate those of others regarding historical topics
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| Critical Content | * | a. distinguish the difference between a fact and an opinion |
| | * | b. listen to views, and discuss stories, poems and other media about people from other places and times |
| | * | c. formulate an opinion |
| | * | d. demonstrate respect for the opinions of others |
| | * | e. demonstrate respect for the customs and traditions of other people |

Essential Learning 7 *	Use reading and writing strategies to comprehend expository materials
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| Critical Content | * | Same as Subject Expectation 1, Essential Learning 8 |
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Essential Learning 8 *	Access, use and evaluate information from a variety of sources
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| Critical Content | * | Same as Subject Expectation 1, Essential Learning 9 |
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**4. Subject Expectation
(State Goal 17)**

The student will understand how geography effects the community

Essential Learning 1 (Learning Standard A)	Locate, describe and explain places, regions and features of the classroom and home
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| Critical Content | 17.A.Ka | a. describe physical characteristics of our classroom, school, neighborhood, or community |
| | 17.A.1a | b. construct a model of the physical features of the classroom and school |
| | * | c. recite complete address including house number, street, town, and state |
| | 17.A.1b | d. identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each <ul style="list-style-type: none"> • know that a map represents a real place • explore north, south, east, and west on a map using a compass rose • locate and use a map key • locate objects in the classroom using a simple map • explore different kinds of maps |
| | 17.A.1b | e. recognize characteristics of geographic representations on both maps and globes <i>such as</i> oceans and continents |
| | 17.A.Kc | f. explore the relationships among people, home, neighborhood, city and state |
| | 17.A.1a | g. use positional words and phrases correctly <i>such as</i> up, down, beside, near, far, back, behind, front |

Essential Learning 2 (Learning Standard B)	Analyze and explain characteristics and interactions of the Earth's physical systems
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| Critical Content | 17.B.1a | a. show seasonal change <i>such as</i> observing tree changes |
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Essential Learning 3 (Learning Standard C)	Understand relationships between geographic factors and society
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| Critical Content | 17.B.1a | a. identify ways people depend on and interact with the physical environment <ul style="list-style-type: none"> • explain how people use the land <i>such as</i> farmers, fishermen, industry • identify food resources coming from farms and water resources from rivers |
| | 17.B.1a | • describe how seasons relate to the ways people dress and activities they engage in |
| | 17.B.1b | b. identify behaviors that show respect for the environment |

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Essential Learning 4 (Learning Standard D)	Understand the historical significance of geography
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Critical Content 17.D.K a. explore differences between urban and rural settings *such as* described in a story like The Town Mouse and Country Mouse

Essential Learning 5 *	Formulate and defend reasoned judgments and evaluate those of others regarding political topics
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Critical Content * • identify the difference between a fact and an opinion
 * • formulate an opinion
 * • demonstrate a respect for the opinions of others
 * • defend an opinion
 * • listen to views and discuss stories, poems and other media about people from other places and times

Essential Learning 6 *	Use reading and writing strategies to comprehend expository materials
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Critical Content * Same as Subject Expectation 1, Essential Learning 8

Essential Learning 7 *	Access, use and evaluate information from a variety of sources
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Critical Content * Same as Subject Expectation 1, Essential Learning 9

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**5. Subject Expectation
(State Goal 18)**

**The student will understand social systems, with an emphasis on
the Community**

Essential Learning 1 (Learning Standard A)	Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions
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Critical Content 18.A.1 a. identify different cultures and languages within the school
community

Essential Learning 2 (Learning Standard B)	Understand the roles and interactions of individuals and groups in society
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Critical Content 18.B.1b a. identify roles within a family, classroom and school
18.B.1b b. identify major social institutions in the school's neighborhood
• describe various institutions in the community *such as*
schools, fire stations, and police stations
14.F.1 c. recognize national holidays, including Veteran's Day

Essential Learning 3 (Learning Standard C)	Understand how social systems form and develop over time
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Critical Content 14.C.1 a. apply school and community responsibilities and routines
18.B.1 including safety rules

Essential Learning 4 *	Formulate and defend reasoned judgments and evaluate those of others regarding political topics
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Critical Content

- form an opinion
- respect the opinions of others
- defend an opinion
- listen to views and discuss stories, poems and other
media about people from other places and times

Essential Learning 5 *	Use reading and writing strategies to comprehend expository materials
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Critical Content * Same as Subject Expectation 1, Essential Learning 8

Essential Learning 6 *	Access, use and evaluate information from a variety of sources
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Critical Content * Same as Subject Expectation 1, Essential Learning 9

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