

COMMUNITY UNIT SCHOOL DISTRICT 200

Social Studies Curriculum

We believe that through Social Studies education, every child can learn the role of responsible citizens 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 3

- 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)	Understand and explain basic principles of the United States and Illinois government
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- Critical Content 14.A.2 a. explain the importance of the Illinois Constitution including
- rules and rights of citizens
 - explain the purpose of laws/rules

Essential Learning 2 (Learning Standard B)	Understand the structures and functions of the political systems of Illinois, United States, and other nations
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- Critical Content 14.B.2 a. recognize the need for authority
- 14.B.2 b. explain the structure and function of government at the state level
- identify and explain the roles of the 3 branches of government including judicial, legislative, and executive
 - identify the titles of state elected officials and relate them to the branch of government they represent
 - governor
 - lieutenant governor
 - senator
 - representative
 - judge/ justice
 - identify the current governor of the State of Illinois
- 14.B.2 c. compare and contrast powers and responsibilities of local and state government *such as* governor to mayor
- 14.A.1 d. identify and practice principles of honesty, fairness and justice in experiences at school, in the community, and in the state

NOTE: *such as* = an example used for clarification, but not a mandatory concept
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Essential Learning 3 (Learning Standard C)	Understand election processes and responsibilities of citizens
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| Critical Content | 14.C.2 | a. explain that citizens are united by commonly held principles and beliefs |
| | 14.C.2 | b. describe and evaluate why rights and responsibilities are important to the individual and state <ul style="list-style-type: none"> • describe the purpose of the election/voting process <i>such as</i> campaigning, registering, voting, polling places, vote tabulation, and mock elections • explore the possible outcomes of the voting process <i>such as</i> race for governor • define majority rule and give examples of that concept in a democracy |

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.2 | a. explain ways that individuals and groups influence and shape public policy in Illinois <i>including</i> <ul style="list-style-type: none"> • governor • state senator • state representative • political parties |
| | 14.D.2 | b. explain and cite examples of how groups can make a difference in the community |

Essential Learning 5 (Learning Standard E)	Understand United States foreign policy as it relates to other nations and international issues
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| Critical Content | 14.E.2 | a. explain the conflict between the Settlers and Native Americans in the Midwest <ul style="list-style-type: none"> • Blackhawk War • Indian Removal Act |
| | 14.E.2 | b. tell about immigrants who have come from other countries to live in Illinois |

Essential Learning 6 (Learning Standard F)	Understand the development of United States political ideas and traditions
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| Critical Content | 14.F.2 | a. define freedom and democracy |
| | 14.D.2 | b. explore the concept of “common good”(what is best for most of the people) |
| | 14.F.2 | c. explore the establishment of political parties in state government |
| | 14.F.2 | d. explain the significance of patriotic or state symbols including <ul style="list-style-type: none"> • explain the purpose of the pledge of allegiance • identify the state flower, bird and flag |

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- identify Springfield as the capital of the state
- the capital building located in Springfield
- know the nickname, “Land of Lincoln”
- know that DuPage is the name of our county

Essential Learning 7	*	Formulate and defend reasoned judgments and evaluate those of others regarding political topics
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| Critical Content | * | a. use strategies and skills to formulate and defend ideas <ul style="list-style-type: none"> • identify main idea and support with evidence • identify fact from opinion • consider multiple perspectives • recognize the causes and effects of events • draw a conclusion |
| | * | b. demonstrate an understanding that different people may describe the same event or situation in diverse ways and cite reasons for the differences in views <ul style="list-style-type: none"> • settlers and Native Americans |
| 14.F.2 | | c. examine and evaluate issues throughout our early history <i>such as</i> slavery and the stance the leaders in Illinois had regarding the issue |
| | * | d. interpret quotes of famous people from Illinois or the Midwest from various periods of history |

Essential Learning 8	*	Use reading and writing strategies to comprehend expository materials
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| Critical Content | * | a. activate background information using <i>pre-reading</i> strategies <i>such as</i> <ul style="list-style-type: none"> • brainstorming • previewing • predicting • surveying using skimming and scanning • setting a purpose |
| | * | b. recognize the organizing principles of a text in order to aid comprehension and recall <ul style="list-style-type: none"> • format features within a text <ul style="list-style-type: none"> - 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 - identify features unusual to the specific text <ul style="list-style-type: none"> *skill pages *captions *review section *adjunct pages of information |

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- *charts
- *graphs
- use the front and end matter of text
 - *glossary
 - *table of contents
 - *index
- knowledge of the interrelationship among ideas
 - *enumeration (listing)
 - *time order (chronology)
 - *comparison/contrast
 - *cause/effects
 - *problem/solutions
- * c. adjust one's reading rate to the reading task
 - skimming
 - scanning
 - retelling
- * d. develop and apply appropriate strategies *during* reading to understand expository text
 - use metacognitive strategies
 - confirming or rejecting previous predictions
 - revise/formulate predictions
 - develop questions as one reads
 - self-monitoring
 - rereading
 - use vocabulary strategies to determine text meaning
 - context clues
 - word recognition strategies
 - glossary usage
- * e. check for understanding of expository text *after* reading using various strategies *such as*
 - summarize information in internal, oral or written formats
 - paraphrase information in oral or written formats
 - make generalizations from text in oral or written formats
 - form reasoned arguments/judgments from text in oral or written formats
 - decide what's important information in a text
- * f. produce written products for a variety of purposes and audiences *such as*
 - note taking
 - outlining
 - summarizing
 - research reports
 - expository essays
 - persuasive essays
 - narrative essays
 - journaling

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- illustrating
- formulate answers to open-ended questions

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

- Critical Content *
- * a. self-select appropriate research materials
 - * b. recognize and understand the function of parts of a book and use appropriately *such as*
 - table of contents
 - index
 - glossary
 - gazetteer
 - atlas
 - timeline
 - * c. locate and organize information using a variety of resources *such as*
 - encyclopedia
 - periodicals
 - atlas
 - almanac
 - non-fiction books
 - computer technology
 - videos
 - newspaper
 - approved internet sites
 - historical fiction
 - community resources *such as* speakers and museums
 - * d. assess the credibility of sources, especially Internet sources
 - * e. gather & synthesize information from multiple sources
 - * f. cite sources used in research

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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

- Critical Content
- 15.A.2a a. explain how economic systems decide what goods and services are produced, how they are produced and who consumes them in Illinois and the Midwest
- agricultural producers including wheat, oats, corn, and soybeans
 - natural resources including coal
 - livestock including cattle, hogs and sheep
 - government and community services
- 15.A.2a b. define labor as the human resource used to provide goods and services
- 15.A.2a c. explain how wages or salary act as incentives for people to provide labor
- 15.A.2a d. explain accessibility to goods and services with regards to rural, suburban and city populations in Illinois and the Midwest
- 15.A.2c e. describe unemployment
- discuss the causes and effects of unemployment on families

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

Understand that scarcity necessitates choices by consumers

- Critical Content
- 15.B.2a a. identify factors that affect how consumers make their choices
- products/goods
 - service
 - supply and demand
- 15.B.2b b. explore the concept of taxes
- 15.B.2b c. explain the purpose and use of taxes to pay for certain goods and services
- 15.B.2b d. explain the relationship between the quantity of goods/services purchased and their price
- 15.B.2c e. explain that when a choice is made, something else is given up

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

Understand that scarcity necessitates choices by producers

- Critical Content
- 15.C.2a a. describe the relationship between price and quantity supplied of a good or service
- 15.C.2b b. identify and explain examples of competition in the economy
- 15.C.2c c. define entrepreneur

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- 15.C.2c d. describe how entrepreneurs take risks in order to produce goods or services
- John Deere
 - Cyrus McCormick
 - Marshall Field
 - Montgomery Ward

Essential Learning 4 (Learning Standard D)	Understand trade as an exchange of goods or services
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| Critical Content | 15.D.2a | a. explain how both parties gain in a trade |
| | 15.D.2a | b. know that waterways contributed to the ability to trade <ul style="list-style-type: none"> • Great Lakes • Mississippi River |
| | 15.D.2b | c. identify the division of labor in a simple productive process <i>such as</i> an assembly line |
| | 15.D.2b | d. identify examples of division of labor in the school or the community |
| | 15.D.2b | e. illustrate how division of labor in a productive process can increase productivity <i>such as</i> in an assembly line or factory |

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.2a | a. explain how and why public goods and services are provided <i>such as</i> drivers license, Illinois State Police, state universities |
| | 15.E.2a | b. explain that taxes are collected to pay for public services |
| | 15.E.2b | c. identify which public goods and services are provided by differing levels of state government <ul style="list-style-type: none"> • state parks • interstate highways • state law enforcement • community colleges and state universities |

Essential Learning 6	*	Formulate and defend reasoned judgments and evaluate those of others regarding economics topics
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| Critical Content | * | a. apply the following skills and strategies to formulate and defend ideas relative to the history of Illinois <ul style="list-style-type: none"> • identify main idea and summarize key information • identify fact from opinion • consider multiple perspectives • determine cause and effect relative to economic topics • draw a conclusion |
| | * | b. demonstrate a respect for opinions of others |
| | * | c. identify that there are pros and cons associated with economic issues <i>such as</i> bartering versus using money for purchases |

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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.2a a. read historical stories and determine events which influenced their writing *such as*
- pioneer life in the Midwest
- 16.A.2b b. compare and contrast different stories or accounts about a historical figure, events or places and analyze differences in the portrayals and perspectives they present
- Abraham Lincoln
 - Jane Addams
 - Fort Dearborn Massacre
 - Louis Jolliet and Jacques Marquette
 - Chicago Fire
- 16.A.2c c. ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources
- timelines of Illinois history
 - economic activities of the early people of Illinois
 - sequence and discuss a series of pictures that reflect historic changes *such as*
 - the development of downtown Chicago
 - transportation changes including railroads
 - the growth of industry

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

Understand the development of significant political events in the Midwest

- Critical Content 16.B.2b (US) a. identify the major causes and consequences of the Blackhawk War and the French and Indian War
- 16.B.1b (US) b. explain why individuals, groups, issues and events are celebrated with local, state or national holidays or days of recognition including Pulaski Day, Memorial Day, and Labor Day

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

Understand the development of economic systems as it relates to the Midwest

- Critical Content 16.C.2b (US) a. explain how individuals, including John Deere, Robert McCormick, Henry Ford, Marshall Field and Sears and Roebuck contributed to economic change through ideas, inventions and entrepreneurship
- 16.C.2c (US) b. describe significant economic events including
- The Great Depression

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- The Great Chicago Fire
 - development of railroads
 - manufacturing
 - agriculture
 - a shift to a service economy
 - industrialization
 - immigration
- 16.C.2c (US) c. describe how the environment affected economic activities of the early people of Illinois

Essential Learning 4 (Learning Standard D)	Understand Illinois, United States and world social history
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- Critical Content 16.D.2a (US) a. describe the various individual motives for settling in Illinois
- open land/ rich farmland
 - good hunting
 - trade routes via the Mississippi River
 - government sold land for one dollar an acre
- 16.D.2b (US) b. describe the ways in which participation in the westward movement affected families and communities
- difficult journeys
 - illnesses
 - death
- 16.D.2c (US) c. describe the influence of key individuals and groups in the historical eras of Illinois
- Abraham Lincoln
 - Blackhawk
 - Sauk Indians
 - Louis and Marquette
 - DuSable

Essential Learning 5 (Learning Standard E)	Understand Illinois, United States and world environmental history
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- Critical Content 16.E.2a (US) a. identify environmental factors that drew settlers to the state and region
- fertile land
 - good hunting
 - dense forests
 - Mississippi River as a trade route
- 16.E.2b (US) b. identify, locate and explain the importance of these National Park Systems in Illinois *such as*
- Volo Bog State Natural Area
 - Lincoln Trail Homestead State Memorial
 - Trail of Tears State Forest
 - Mississippi State Fish and Wildlife Area
 - Starved Rock State Park

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- 16.E.2c (US) c. describe environmental factors that influenced the development of transportation and trade in Illinois
- waterways including Mississippi River and Lake Michigan (shipping, trade and manufacturing)
 - flat land for railroads
 - fertile farmland

Essential Learning 6	*	Formulate and defend reasoned judgments and evaluate those of others regarding historical topics
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| Critical Content | * | a. demonstrate an understanding that different people may describe the same event or situation in diverse ways providing reasons or evidence for their views |
| | * | b. apply the following skills and strategies to formulate and defend ideas relative to the history of Illinois and the Midwest |
| | | <ul style="list-style-type: none"> • identify main idea • identify fact from opinion • consider multiple perspectives • determine causes and effects relative to historical events • draw a conclusion |
| | * | c. demonstrate a respect for opinions of others |
| | * | d. interpret quotes of famous people from Illinois or the Midwest from various periods of history |

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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**4. Subject Expectation
(State Goal 17)**

The student will understand world geography and the effects of geography on society, with an emphasis on Illinois

Essential Learning 1 (Learning Standard A)	Locate, describe and explain places, regions and features on the Earth
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| Critical Content | 17.A.2a | a. compare the physical characteristics of places including soils, vegetation, wildlife, climate, natural hazards and landforms <i>such as</i> floodplain, glacier, hill, inlet, marsh, mouth of river, plain, riverbank, source of river and swamp |
| | 17.A.2a | b. compare and contrast Northern, Central and Southern Illinois' physical characteristics |
| | 17.A.2b | c. use maps and other geographic representations and instruments to gather information about people, places and environments <ul style="list-style-type: none"> • identify names, locate places, regions and features of the Midwest, continents and oceans • locate the Mississippi river • locate the Great Lakes: H.O.M.E.S. • locate and label each of the Midwestern states • use map skills to locate a place including <ul style="list-style-type: none"> - cardinal and intermediate directions - use number letter grid maps - distance scale - keys - legend - compass rose • interpret different kinds of maps including <ul style="list-style-type: none"> - political - physical - population density - land use and resources - climate - vegetation |
| | * | d. state and write his/her personal address |
| | * | e. identify and know that our community is located in DuPage County |
| | 17.A.2b | f. point out the location of the poles, equator, and the hemispheres on a globe and/or map <ul style="list-style-type: none"> • know that Illinois is located in the northern hemisphere |

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.2a | a. describe how physical and human processes shape spatial patterns including natural and human causes <ul style="list-style-type: none"> • climate • natural resources • bodies of water |
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- landforms
- building
- pollution/conservation

Essential Learning 3 (Learning Standard C)	Understand relationships between geographic factors and society
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| Critical Content | 17.C.2a | a. describe how natural events in the physical environment affect human activities <ul style="list-style-type: none"> • distinguish between urban, suburban, and rural areas • describe how the physical environment affects ways of life <ul style="list-style-type: none"> - water - land |
| | 17.C.2b | b. describe the relationships among location of resources, population distribution and economic activities (e.g. transportation, trade, communications) <ul style="list-style-type: none"> • people live near water <ul style="list-style-type: none"> - Great Lakes - Mississippi River • people live near resources • people eat different foods in different regions |
| | 17.C.2c | c. explain how human activity affects the environment <ul style="list-style-type: none"> • pollution • conservation • building/ growth |

Essential Learning 4 (Learning Standard D)	Understand the historical significance of geography
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| Critical Content | 17.D.2a | a. compare historical and contemporary perceptions people have of the same place using landscape, paintings, photographs, maps and narratives |
| | 17.D.2b | b. identify different settlement patterns in Illinois and relate them to physical features and resources |

Essential Learning 5 *	Formulate and defend reasoned judgments and evaluate those of others regarding geographical topics
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| Critical Content | * | a. demonstrate an understanding that different people may describe the same event or situation in diverse ways but must provide reasons or evidence for their views |
| | * | b. apply the following skills and strategies to formulate and defend ideas relative to the geography of Illinois and the Midwest |

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- identify main ideas and summarize key events
- identify facts from opinion
- consider multiple perspectives
- determine causes and effects relative to geographic events
- draw a conclusion

* c. demonstrate a respect for other’s opinions

Essential Learning 6 * **Use reading and writing strategies to comprehend expository materials**

Critical Content * Same as Subject Expectation 1, Essential Learning 8

Essential Learning 7 * **Access, use and evaluate information from a variety of sources**

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 Illinois

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

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions

- Critical Content 18.A.2 a. define custom, culture and ethnicity
 18.A.2 b. compare and contrast ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture in the Midwest and Illinois
- ethnic groups
 - ancestors
 - immigrants

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

Understand the roles and interactions of individuals and groups In society

- Critical Content 18.B.2a a. describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g. local response to state and national reforms)
- schools
 - social clubs/ recreation
 - athletic clubs
 - volunteer groups
 - religious organizations
- 18.B.2b b. describe the ways in which institutions meet the needs of society
- food/ clothing/ shelter
 - trade/ money
 - transportation
 - technology
 - division of labor
 - government
 - law enforcement

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

Understand how social systems form and develop over time

- Critical Content 18.C.2 a. describe how changes in production (e.g. hunting, gathering, agricultural and industrial) and population caused changes in social systems
- trade/ barter/ money
 - division of labor (farmers, small business, services, industry)
 - pioneers
 - traders/hunters

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Essential Learning 4	*	Formulate and defend reasoned judgments and evaluate those of others regarding social topics
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| Critical Content | * | a. demonstrate an understanding that different people may describe the same event or situation in diverse ways but must provide reasons or evidence for their views |
| | * | b. apply the following skills and strategies to formulate and defend ideas relative to the geography of Illinois and the Midwest <ul style="list-style-type: none"> • identify main ideas and summarize key events • identify facts from opinion • consider multiple perspectives • determine causes and effects relative to social topics • draw a conclusion |
| | * | c. demonstrate a respect for other’s opinions |
| | * | d. discuss classroom topics |
| | * | e. discuss current events |
| | * | f. support a position on a social topic |
| | * | g. interpret quotes of famous people from Illinois or the Midwest from various periods of history |

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
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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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