

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.

Kindergarten

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.Ka | a. define responsibility and contrast the difference between a responsibility and a choice |
| | 14.A.Ka | b. demonstrate civic responsibility <ul style="list-style-type: none">• formulate and follow classroom and school rules• compare similarities and differences between classmates, family and friends |
| | 14.A.Kb | c. explore concepts of city/town, state and country |

Essential Learning 2 (Learning Standard B)	Explore 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 leadership and authority roles within the school <ul style="list-style-type: none">• teacher• principal• specialists |
| | 14.A.1 | b. give examples that show meaning of the following concepts: fairness, responsibility and rules |

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 classroom and school rules, patriotism, and working with others |
| | 14.A.Ka | • identify the need for school rules |
| | 14.A.Ka | • follow school rules |
| | 14.A.Ka | • know the consequences for breaking rules |
| | 14.A.Ka | • discuss how to resolve disagreements peacefully |
| | 14.A.Ka | • recognize the rights of others |

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including= a mandatory concept
* = exceeds state standards

- 14.A.Ka • participate as a member of a classroom community
- 14.A.Kb • demonstrate respect for the American flag and country
- 14.C.K • participate in voting as a way of making choices

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.Ka | a. show beginning understanding of what it means to be a leader <i>such as</i> line leader, calendar helper, etc. |
| | 14.D.Kb | b. show an awareness of roles of leaders in their environment, <i>such as</i> teacher, principal, and President |

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. describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom <ul style="list-style-type: none"> • apply freedom to make choices in the classroom • recognize that choices have consequences |
| | 14.F.1 | b. explain the meaning of American symbols including <ul style="list-style-type: none"> • identify the American Flag as a symbol of our country including its colors and shapes • recite and stand for the Pledge of Allegiance |

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

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Essential Learning 8	*	Use reading and writing strategies to comprehend expository materials
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- Critical Content
- * a. activate background information using *pre-reading* strategies *such as*:
 - brainstorming
 - previewing
 - predicting
 - * b. recognize text features in order to aid comprehension and recall:
 - format features within a text
 - discern where a section of text starts and stops using organizational visual cues
 - explore boldfaced words as important
 - identify features unusual to the specific text
 - *captions
 - *charts
 - *graphs
 - explore the front and end matter of text
 - title page
 - front and back cover
 - explore of the interrelationship among ideas
 - comparison/contrast
 - problem/solutions
 - * c. check for understanding of expository text *after* reading, using various strategies *such as*:
 - retell information in oral format
 - * d. produce individual or whole class written products for a variety of purposes and audiences *such as*:
 - journaling
 - illustrating

Essential Learning 9	*	Access, use and evaluate information from a variety of sources
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- Critical Content
- * a. choose from teacher selected materials
 - * b. recognize and understand the function of parts of a book and use appropriately *including* Title/Title page, author, and illustrator
 - * c. locate information using a variety of resources *such as*:
 - non-fiction books
 - computer technology
 - videos
 - Let's Find Out or Weekly Reader

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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)	Explore 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 community workers and the services they provide *such as* fire fighter, police officer, principal, teacher, nurse and doctor

Essential Learning 2 (Learning Standard B)	Explore that scarcity necessitates choices by consumers
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Critical Content 15.B.K a. recognize that all people share the same basic needs of shelter, clothing and food
 15.B.K b. identify the difference between wants and needs
 15.B.K c. recognize that people have different wants and needs

Essential Learning 3 (Learning Standard C)	Understand that scarcity necessitates choices by producers
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Essential Learning 4 (Learning Standard D)	Explore trade to meet wants or needs
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Critical Content 15.D.Ka a. demonstrate the benefits of simple voluntary exchanges
 15.D.Ka b. recognize time management at centers affects the chance to make other choices

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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Essential Learning 6	*	Formulate and defend reasoned judgments and evaluate those of others regarding economic topics
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Critical Content * • formulate an opinion
 * • demonstrate a respect for the opinions of others
 * • 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

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

The student will explore events, and individuals shaping the history of Illinois and the United States.

Essential Learning 1 (Learning Standard A)	Explore the interpretation of historical events
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| Critical Content | 16.A.1a
16.A.1c
16.A.1b

16.A.1a
16.A.1a | a. explore the difference between past, present and future <ul style="list-style-type: none">• place family events in chronological order• recognize George Washington, Abe Lincoln and current president• recall information about the immediate past b. demonstrate an ability to use correctly vocabulary associated with time <i>such as</i> past, present, future, and long ago; week, month, year; today, tomorrow, and yesterday |
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Essential Learning 2 (Learning Standard B)	Understand the development of significant political events
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| Critical Content | 16.B.K | a. explain why some individuals and events are celebrated with national holidays or days of recognition <i>such as</i> Presidents' Day, Martin Luther King's Birthday, Veterans' Day |
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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 celebrated by classroom families |
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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. use classroom recycling container |
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Essential Learning 6 *	Formulate and defend reasoned judgments and evaluate those of others regarding historical topics
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| Critical Content | * | a. listen to views, discuss stories, poems and other media about people from other places and times |
| | * | b. formulate own opinion |
| | * | c. demonstrate respect for the opinions of others |

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 community
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| Critical Content | 17.A.Ka | a. locate objects in the classroom using words and phrases that indicate location and direction including up, down, near, far, back, behind and front |
| | 17.A.Kb | b. 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• recognize that maps and globes are symbolic representations of the earth• identify land on a map and globe• identify water on a map and globe |
| | 17.A.Ka | c. name the town where he/she resides |
| | 17.A.Ka | d. know a place that they live near such as the name of a restaurant or store |
| | 17.A.Kc | e. explore the relationships among people, home, street, and neighborhood |

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. look at the sky early in the day and predict what the weather might be like |
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Essential Learning 3 (Learning Standard C)	Understand relationships between geographic factors and society
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| Critical Content | 17.C.1a | a. identify ways people depend on and interact with the physical environment <ul style="list-style-type: none">• explain how weather affects clothing choices |
| | | b. identify behaviors that show respect for the environment |

Essential Learning 4 (Learning Standard D)	Understand the historical significance of geography
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Essential Learning 5 *	Formulate and defend reasoned judgments and evaluate those of others regarding geographical topics
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| Critical Content | * | • explore the differences between fact and opinion |
| | * | • formulate an opinion |
| | * | • show a respect for the opinions of others |
| | * | • defend an opinion |

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- *
 - 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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