

Social Studies Curriculum Guide

May 2019

Mission Statement

In the social sciences, we recognize that we live in an increasingly interconnected world with varying beliefs, perspectives, and values. In modern times, it has become vital for individuals to learn to navigate and interpret the vast array of information they are exposed to on a daily basis. It is our mission to educate the youth of Winnetka to responsibly, respectfully, and actively evaluate that information; to understand the root causes of what they encounter in modern life and the circumstances that drive others to differ and to take action towards positive change as responsible citizens of a democracy.

Key Beliefs

The Committee established key beliefs that serve as drivers for the curriculum development process. The key beliefs were used in concert with the new state standards in developing the curriculum framework documents.

- ❑ **Inquiry:** Children question the world around them, recognize societal issues, and develop meaningful investigations through inquiry.
- ❑ **Social Responsibility:** The classroom is a microcosm for social problem solving and change, where children develop skills and attitudes needed for fair play, cooperation, and self-expression. Students learn that together, human beings can make a difference.
- ❑ **Action-Democracy:** Social Studies provides opportunities towards developing reflective and active democratic citizens with the ability to understand and evaluate other viewpoints, who support a just and humane society, now and in the future.
- ❑ **Civics:** Develop responsible citizens in a global community through engagement in decision-making and consensus-building opportunities.
- ❑ **Cultural Awareness:** We believe in addressing past, current, and future challenges; to shine light into the darkness in the pursuit of understanding. Children will encounter and explore multiple viewpoints and perspectives to develop critical thinking, empathy, and compassion.

Illinois Social Studies Standards

The vision put forth by the new standards is to ***produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate.*** The Illinois Social Studies Standards adopted in 2017 promote the acquisition of knowledge, but also promotes student participation as active members of our democracy. To this end, the standards document has been organized into two complementary categories to provide a framework for student success in the modern world:

Inquiry Skills

- Developing Questions and Planning Inquiries
 - Constructing Essential Questions
 - Constructing Supporting Questions
 - Determining Helpful Sources
- Evaluating Sources and Using Evidence
 - Gathering and Evaluating Sources
 - Developing Claims and Using Evidence
- Communicating Conclusions and Taking Informed Action
 - Communicating Conclusions
 - Critiquing Conclusions
 - Taking Informed Action

Disciplinary Concepts

- Civics
 - Civic and Political Institutions
 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles Processes, Rules, and Laws
- Geography
 - Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture
 - Human Population: Spatial Patterns and Movements
 - Global Interconnections: Changing Spatial Patterns

- ❑ Economics and Financial Literacy
 - ❑ Economic Decision Making
 - ❑ Exchange and Markets
 - ❑ The National and Global Economy
- ❑ History
 - ❑ Change, Continuity, and Context
 - ❑ Perspectives
 - ❑ Historical Sources and Evidence
 - ❑ Causation and Argumentation

Document Format

The attached curriculum document utilizes the District 36 established (UBD) Understanding by Design Framework. The framework and associated template include state standard goals, transfer goals, essential questions, understandings, knowledge and skills. The documents are referred to as “KUD’s” as they indicate clear expectations of what students should know, understand and do.

There are two color coded sections. The red section indicates the essential KUD framework. The green section contains an individual example of a learning plan and associated assessment. The green section will be utilized as an internal document to generate and warehouse new learning plans.

The intention of the curriculum document is to serve as a dynamic framework that will be built upon and evolve in future years of the curriculum cycle. Teachers will develop learning plans, share and collaborate amongst each other, and pursue new lines of inquiry and exploration over time.

Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary concepts:</p> <p>Civics: SS.CV.1.K: Describe roles and responsibilities of people in authority.</p> <p>SS.CV.2.K: Explain the need for and purposes of rules in various settings, inside and outside of the school.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.</p> <p>SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.</p> <p>SS.IS.4.K-2. Evaluate a source by distinguishing between fact and opinion.</p>	<p>Students will be able to independently use their learning to recognize and appreciate the unique identities of individuals.</p>
	Meaning Goals
<p>Essential Question:</p> <p>Who I am?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What makes me unique? ● What feelings do I have? ● What are my likes and dislikes? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● I have feelings. ● Everyone has feelings. ● Feelings and preferences (likes and dislikes) change. ● My feelings can affect my behavior. ● People can be identified by their physical appearance. ● People can have similarities and differences in their physical traits, feelings, and preferences.

<p>SS.IS.5.K-2. Ask and answer questions about arguments and explanations.</p> <p>SS.IS.6.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classroom.</p>	Acquisition Goals	
	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Feelings vocabulary (e.g. happy, sad, mad, excited). ● Behaviors and physical characteristics associated with an emotion. ● Social norms to express their preferences. ● Social norms for listening to the preferences of others. ● Names of body parts (e.g. head, legs, feet, arms, nose, mouth). ● Hair, eye, and skin color are physical traits. 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Communicating their feelings clearly with teachers and peers. ● Sharing their likes and dislikes. ● Listening to others about their likes and dislikes. ● Identifying their body parts. ● Describing their own hair, eye, and skin color.

Learning Plan <i>Summary of Key Learning Events and Instruction</i>		
Inquiry/Activity Description	Resources/Materials	Performance Task
<p>Identity Study By embracing differences and exploring equality and diversity, children develop a strong sense of identity and belonging. This helps to ensure that children feel respected and valued.</p>	<p>The Skin You Live In by Michael Tyler.</p> <p>The Best Part of Me by Wendy Ewald</p>	<p>The Colors of Us Project: Visual Arts Children begin to recognize their skin colors, create them by color mixing to match their own</p>

Through this study students will...

- Come to know what their identity is.
- Understand the qualities that make up their identity.
- Will be able to articulate what their identity is.
- Understand that their identities can change.

Students will explore their identity through art, rich literature and classroom discussions.



The Color of Us
by Karen Katz

Let's Make Faces
by Hanoch Piven

All About Faces
by La Zoo

I Like Myself
by Karen Beaumont

Same, Same and
Different
by Jenny Sue Shaw

Shades of People
by Shelby Roetner

Whoever You Are
By Mem Fox

Red: A Crayons Story
by Michael Hall

We're All Wonders by
R.J. Palacio

skin color and then name their skin color

Monthly Self- Portraits Project: Visual Arts

Throughout the school year track the growth of each child through their monthly self-portraits. Children express their own understanding of themselves through their drawings over time.

Video Project: Visual Arts

Children describe the characteristics of their identity

Clay Faces Project: Visual Arts

Children use clay as a way to express and celebrate their uniqueness.

The Best Part of Me Project: Visual Arts

Children describe the best part of themselves through drawings and words.

Desired Results	
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<p>Disciplinary concepts:</p> <p>Civics: SS.CV.1.K: Describe roles and responsibilities of people in authority.</p> <p>SS.CV.2.K: Explain the need for and purposes of rules in various settings, inside and outside of the school.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.</p> <p>SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.</p> <p>SS.IS.4.K-2. Evaluate a source by distinguishing between fact and opinion.</p>	<p>Students will be able to independently use their learning to recognize that there are different kinds of families and different roles within those families.</p>
	Meaning Goals
<p>Essential Question:</p> <p>What is my role within my family?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● How do I help in my family? ● How does my family help me? ● How does my family help each other? ● Why do families have rules and/or common agreements? 	<p>Understandings <i>Students will understand that..</i></p> <ul style="list-style-type: none"> ● Family members help each other. ● Even though they are young, they can help their family. ● There are various roles, rules and responsibilities at home. ● Family members have different roles depending on age, ability, resources, and experience. ● Rules, common agreements, and social norms help families work together.

<p>SS.IS.5.K-2. Ask and answer questions about arguments and explanations.</p> <p>SS.IS.6.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classroom.</p>	Acquisition Goals	
	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Family vocabulary (ex: father, grandmother, aunt, cousin, etc...). ● The members of their family. ● The types of roles and responsibilities in a family structure. ● The rules and social norms of their family. 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Communicating in pictures and/or words the roles and responsibilities they and their family members fulfill within their family structure. ● Sharing examples of how family members help one another. ● Recognizing variances in family configuration.

Learning Plan <i>Summary of Key Learning Events and Instruction</i>		
Inquiry/Activity Description	Resources/Materials	Performance Task
<p>Students will create, with the support of their parents/caretakers, a family book highlighting some of the things that make their family special. Students will create a page in their family book for each of the following prompts:</p> <ul style="list-style-type: none"> - Who is in my family - This is where I live - My favorite foods - Our family traditions - Our pets - Our family is special because... 	<p>Family book copies for each student.</p> <p>Families, Families, Families by Suzanne Lang</p> <p>The Family Book by Todd Par</p>	<p>Parents/caretakers/family members come in to share the family book with the class.</p> <p>Student will facilitate the sharing of the book and answer any questions their classmates may have.</p> <p>Students will create their family using clay and paint.</p>

Desired Results	
<u>Illinois Social Science Standards</u>	Transfer Goal
<p>Disciplinary concepts:</p> <p>Civics SS.CV.1.K: Describe roles and responsibilities of people in authority.</p> <p>SS.CV.2.K: Explain the need for and purposes of rules in various settings, inside and outside of the school.</p> <p>Economics SS.EC.1.K: Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).</p> <p>History SS.H.1.K: Compare life in the past with life today.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p>	<p>Students will be able to independently use their learning to be a contributing member of a classroom community.</p>
	Meaning Goals
<p>Essential Question:</p> <p>What is my role within my classroom?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● Who are my classroom members? ● How do I help take care of my classroom? ● How do I help my classroom members? ● How do my classroom members help me? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Members of a class have different roles. ● Members of a class help each other. ● Members of a class have common agreements. ● Fulfilling my responsibilities helps other members of the classroom community.

Acquisition Goals		
<p>SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.</p> <p>SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.</p> <p>SS.IS.4.K-2. Evaluate a source by distinguishing between fact and opinion.</p> <p>SS.IS.5.K-2. Ask and answer questions about arguments and explanations.</p> <p>SS.IS.6.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classroom.</p>	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The rules and social norms of their classroom. ● Responsibilities and expectations of classroom routines. ● Strategies for sharing limited materials. ● Strategies for solving conflicts (e.g. sharing limited materials, social interactions). 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Recognizing and initiating support when peers need help. ● Using appropriate social norms when problem solving. ● Participating in classroom routines. ● Fulfilling classroom responsibilities. ● Reflecting upon and making connections between their roles and responsibilities to the greater good of the classroom.

Learning Plan <i>Summary of Key Learning Events and Instruction</i>		
Inquiry/Activity Description	Resources/Materials	Performance Task
<p>Students will be engaged in the discussion, creation and implementation of classroom rules and/or guidelines, and classroom jobs. The classroom teacher will facilitate a conversation centered around the questions, What are rules and why are they important? As well as, What is a classroom job and why are they important? In line with the democratic process, all voices and ideas will be heard and considered. With guidance, the class will then vote upon which</p>	<p>Whiteboard and dry erase markers for recording ideas</p> <p>Poster board and art materials to create display for room</p>	<p>Each day the students will rotate through classroom jobs, giving everyone an equal opportunity to participate.</p> <p>Throughout the year the classroom teacher will keep anecdotal observations regarding each students</p>

<p>rules/guidelines/jobs they would like to have in the classroom for the year. Within this activity, students will better understand what it means to be a member of a classroom community, what classroom/school expectations are, and how we can reach consensus as a group.</p>	<p>Be Kind by Pat Zietlow Miller</p> <p>Me First by Helen Lester</p> <p>Miss Nelson is Missing! By Harry Allard</p> <p>What if Everybody Did That by Ellen Javernick</p>	<p>compliance with the agreed upon classroom rules/guidelines.</p> <p>Classroom rules/guidelines and jobs will be revised as needed throughout the year.</p>
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The following standards will be addressed through integration with other subjects and/or regular classroom practices and activities:

- **Geography**
 - **SS.G.1.K:** Explain how weather, climate, and other environmental characteristics affect people’s lives.
 - **SS.G.2.K:** Identify and explain how people and goods move from place to place.
- **History**
 - **SS.H.2.K:** Explain the significance of our national holidays and the heroism and achievements of the people associated with them.

Desired Results	
Illinois Social Science Standards	Transfer Goals
<p>Disciplinary Concepts:</p> <p>Civics SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community</p> <p>SS.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.</p> <p>Geography SS.G.1.1: Construct and interpret maps and other representations to navigate a familiar place.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.</p> <p>SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.</p>	<p>Students will be able to independently use their learning to recognize they are members of multiple communities and identify their roles and responsibilities that are particular to each community.</p>
	Meaning Goals
<p>Essential Question:</p> <p>What does it mean to be a member of a school community?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● Do I have different roles and responsibilities in my school community as compared to my classroom community? ● How can we get along with others at our school? ● How can we work together to solve problems? ● Why is it important that I fulfill my responsibilities as a school community member? ● How are maps a useful tool? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● A community cooperates with one another to achieve common goals. ● There are a number of ways in which to work together cooperatively. ● Rules and social norms are important in a community. ● When individuals fulfill their responsibilities they contribute to the good of the whole community. ● There are consequences to the choices we make. ● Maps are a useful tool to navigate both know and unknown places.

Acquisition Goals		
<p>SS.IS.4.K-2. Evaluate a source by distinguishing between fact and opinion.</p> <p>SS.IS.5.K-2. Ask and answer questions about arguments and explanations.</p> <p>SS.IS.6.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classroom.</p>	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Rules and expectations within their school. ● Structures of school routines. ● Different types of responsibilities within the school. ● Social norms for speaking and listening. ● Positive strategies for problem solving. ● Cardinal directions (North, South, East, West). ● Relative directions (left, right, forward, backward, up, and down). 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Following school rules and expectations. ● Using different strategies for consensus building (decision making). ● Fulfilling school responsibilities. ● Utilizing appropriate behaviors and strategies during conflict resolution. ● Following social norms during group interactions. ● Identifying how their roles in the classroom, in the school, and at home are the same and different. ● Navigating their school using a map and written and/or pictorial directions.

Learning Plan
Summary of Key Learning Events and Instruction

Inquiry/Activity Description	Resources/Materials	Performance Task
<p>Children will think beyond their classroom community into the broader world of their school community. Each elementary school has a form of school government (CI Peace Power, HW Town Hall, GR Greeley Values) that each child at the school participates in. When the classroom community has a school problem to solve, they can turn to these overarching systems of government for guidance and support.</p> <p>An example of this is the Hubbard Woods Town Hall. Every other week during the school year the entire school meets together to discuss topics of study in each of our classrooms, and photo documentation of these activities are in a slideshow that welcomes everyone from the school into the meeting. Each classroom provides two students to represent their class at the Town Hall meeting. Teachers meet with the representatives every other week to discuss issues brought forth by the classroom; sometimes these are issues that present as challenges that the whole school can solve together, and sometimes the topic is an interesting activity that is going on in the school.</p> <p>Class meetings and “in the moment” conversations regarding real life classroom events are connected to the school community at large.</p> <p>Our school communities lean on wisdom from those who have come before us to enact positive change; people and events from the past who have impacted our present and people and events from the past that will impact our future.</p>	<p>The Responsive Classroom</p> <p>Non-Violent Communication</p> <p>Scholastic News/Time for Kids</p> <p>Picture Book examples:</p> <p><i>We are all Alike, We are all Different by Cheltenham Elementary Kindergartners and Laura Dwight</i></p> <p><i>The Librarian of Basra by Jeanette Winter</i></p> <p><i>The Name Jar by Yongsook Choi</i></p> <p>Todd Parr books</p> <p>Biographies: Rosa Parks Martin Luther King Helen Keller</p>	<p>Observations of students’ growth in participation during:</p> <p>Monthly Town Halls</p> <p>Peace Power Assembly</p> <p>Greeley Values assembly</p> <p>Class Meetings</p> <p>Shared Experiences within the school (e.g. playground, Resource Center, Buddies)</p>

Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary concepts:</p> <p>Civics SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community</p> <p>SS.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.</p> <p>History SS.H.1.1. Create a chronological sequence of multiple events.</p> <p>SS.H.3.1. Compare perspectives of people in the past to those of people in the present.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.</p>	<p>Students will be able to independently use their learning to notice and appreciate the value of different family structures.</p>
	Meaning Goals
<p>Essential Question:</p> <p>What is a Family?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What do families do? ● How are families alike and different? ● How is a school like a family? ● How is your school family different from your personal family? ● How do we learn about the past? ● Why do we celebrate people and events from the past? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Families can be structured in multiple ways. ● Families are alike and different. ● Families have basic needs. ● Changes happen in families. ● Family members have different roles and responsibilities. ● Roles and responsibilities of family members can be determined by ability, resources and experience. ● There are similarities and differences in the ways in which people lived in the past and the present. ● Storytelling, artifacts, books, and interviews can teach us about the past.

Acquisition Goals		
<p>SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.</p> <p>SS.IS.4.K-2. Evaluate a source by distinguishing between fact and opinion.</p> <p>SS.IS.5.K-2. Ask and answer questions about arguments and explanations.</p> <p>SS.IS.6.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classroom.</p>	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The definition of a basic need (food, shelter, clothing, human connection). ● The definition of a want. ● Types of roles and responsibilities within a family structure. ● Family vocabulary (e.g. father, grandmother, aunt, cousin, step/half). ● Families are united through relationships that are not limited to DNA. ● Possible reasons for change. ● Different forms of recording the past (oral storytelling, photographs, journals, books, news clips) 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying basic needs. ● Discriminating between a need and want. ● Describing how their roles in school and at home are the same and different. ● Comparing how their family is the same or different from other families. ● Sharing changes within their family. ● Sequencing a personal or family event in a chronological order ● Exploring different resources that illustrate life experiences of the past ● Noticing the similarities and differences among past and present life experiences

Learning Plan
Summary of Key Learning Events and Instruction

Inquiry/Activity Description	Resources/Materials	Performance Task
<p>Children in the first grade share about their family in the fall as children bridge their home community with their school community. Through narrative writing activities, illustrations of their families, and oral stories shared, the young child brings their experience of family into their classroom. Examples of activities focused on the family are: parent interviews asking questions about why they chose to live in Winnetka, where were they born, how did they meet, mapping out the different home states/countries of family members, interviewing grandparents, sharing family traditions, writing autobiographies (complete with chapters My Siblings, My Mom and Dad, My Injury, My Pets, My Imaginary Friend, My Sad Story, etc). Children will share their family information, noticing ways in which the families are the same and different. They'll take this information and expand it to learn about families whose living situations may be different than their own.</p>	<p>Class written interview</p> <p>Scholastic news/ Time for Kids</p> <p>Picture Book examples:</p> <p>Anna Day and the O Ring</p> <p>Families <i>by Shelley Rotner and Sheila M. Kelly</i></p> <p>We Are Family <i>by Patricia Hegarty and Ryan Wheatcroft</i></p> <p>IF You Lived Here: Houses of the World <i>by Giles Laroche</i></p> <p>A Handful of Buttons: Picture Book about Family Diversity <i>by Carmen Parets Luque</i></p>	<p>Teachers will make observational notes regarding a student's approach to the collecting and sharing of family information/stories</p> <p>Teachers will confer with students regarding the progress and quality of their autobiographies</p>

Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary concepts:</p> <p>Economics SS.EC.1.1. Explain and give examples of when choices are made that something else is given up</p> <p>SS.EC.2.1. Describe the skills and knowledge required to produce certain goods and services.</p> <p>SS.EC.FL.3.1. Explain how people earn pay or income in exchange for work.</p> <p>History SS.H.1.1. Create a chronological sequence of multiple events.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.</p>	<p>Students will be able to independently use their learning to determine what is a want and a need for an individual and/or a group.</p>
	Meaning Goals
<p>Essential Question:</p> <p>How do we get what we need or want?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What is the difference between a need and a want? ● How does a family decide between what is a need and what is a want? ● How do families get what they need and want? ● How do food products move from farm to table? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There is a difference between economic wants and needs. ● A consumer uses money and/or trade to acquire what they need and/or want. ● Different factors can influence decisions when considering the needs and wants of a group as compared those of a singular individual. ● Families interact with the broader community to get what they need and want. ● There is a chronological sequence of events that happen for food to get to our table.

Acquisition Goals		
<p>SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.</p> <p>SS.IS.4.K-2. Evaluate a source by distinguishing between fact and opinion.</p> <p>SS.IS.5.K-2. Ask and answer questions about arguments and explanations.</p> <p>SS.IS.6.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classroom.</p>	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The definitions of key vocabulary: <ul style="list-style-type: none"> ○ basic need (food, shelter, clothing, human connection) ○ want ○ service/goods provider ○ consumer ● Different sources of products/providers (e.g. agricultural, industrial, craftsman, small business, technology). ● Different forms of purchasing goods and service (e.g. use of currency, trade of product, trade of service). ● Factors that influence the cost of products (e.g. cost of materials, supply and demand, provider). ● The value of a dollar, dime and penny. 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Discriminating between a need and a want. ● Recognizing that a personal want may be different from another's want. ● Relinquishing a personal want to help obtain a group need. ● Providing written or drawn examples of different types of products and providers. ● Role playing the different ways a consumer can purchase goods and services. ● Role playing the creation, pricing and selling of a product. ● Drawing the sequence of events to illustrate a product origins until it reaches a consumer.

Learning Plan
Summary of Key Learning Events and Instruction

Inquiry/Activity Description	Resources/Materials	Performance Task
<p><u>Creating a Classroom Farm Stand</u> Stemming from (pun intended!) our study of plants, we took our knowledge of roots and soil and what they need to grow, and brought them to our Farm Study. Using the subject of farms, both past and present, as a guide, students study farm animals, farm life, how all of us benefit from food production, types of food, and how food is transported from farm to market. Children visit several farms, pick vegetables, taste vegetables and cook food beginning with the tale “Stone Soup”, a traditional folk tale. With their families they visit a local farmer’s market, interview the farmer with questions generated by the students. Students create their own farmer’s market in the classroom, inviting other the classes to purchase their (made out of construction paper) vegetables and fruits. Field trips attended during this unit were Talking Farm in Skokie, the Chicago Botanic Garden and Wagner Farm in Glenview.</p>	<p><u><i>Farm Stand Album</i></u> Scholastic News Time for Kids Picture Books: Mid-Century Farm The Giant Carrot <i>by Jan Peck and Barry Root</i> The Gigantic Turnip <i>by</i> <i>Aleksei Tolstoy & Niamh Sharkey</i> Sunflower House <i>by Eve Bunting</i> Farmer’s Market Day <i>by</i> <i>Shanda Trent</i> The Day of Ahmed’s Secret <i>by Florence Parry Heide</i></p>	<p>In groups, students built farm stands with builder blocks and created their own fruits and vegetables. They invited other classrooms to visit the farmer’s market where they learned how to sell fruits and vegetables (made out of construction paper). Students also demonstrated knowledge on how to lower or raise the price of items and grow their understanding on the value of their produce.</p>

The following standard will be addressed through integration with other subjects and/or regular classroom practices and activities:

- **History**
 - **SS.H.2.1:** Describe individuals and groups who have shaped a significant historical change

Desired Results	
Illinois Social Science Standards	Transfer Goals
<p>Disciplinary Concepts:</p> <p>Civics SS.CV.2.2: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.</p> <p>SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.</p> <p>SS.IS.4.K-2. Evaluate a source by distinguishing between fact and opinion.</p> <p>SS.IS.5.K-2. Ask and answer questions about arguments and explanations.</p>	<p>Students will be able to independently use their learning to become responsible, democratic citizens.</p>
	Meaning Goals
<p>Essential Question:</p> <p>What are the essential components of a neighborhood?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What rules/values/expectations are important to our community? ● What can I do in my neighborhood? ● What takes me outside of my neighborhood? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Different components of a community meet the needs of the community members. ● Community members are responsible for supporting each other through the development of rules/values/expectations. ● Community members have responsibilities to other individuals and the group as a whole. ● Neighborhoods are a smaller component of a village/town/city.

<p>SS.IS.6.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classroom.</p>	Acquisition Goals	
	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Characteristics that define their neighborhood (educational, recreational, governmental, commercial, and residential). ● Rules and expectations of the neighborhood community. ● Positive strategies for problem solving within a neighborhood. ● Factors (population, resources, geography) that influence the design of neighborhoods 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Contributing and maintaining of our neighborhood community. ● Naming relevant components in their neighborhood community. ● Problem solving for neighborhood communities. ● Identifying/naming establishments in their community ● Exploring a neighborhood map

Learning Plan <i>Summary of Key Learning Events and Instruction</i>		
Inquiry/Activity Description	Resources/Materials	Performance Task
<p>Students will keep track of things that they do in their neighborhood for one week. The list may include:</p> <ol style="list-style-type: none"> 1. Where you grocery shop 2. Where you go to church, temple, or synagogue 	<p>Peace Power</p> <p>Greeley Values</p>	<p>Create a two-dimensional map of neighborhood</p> <p>Work as an effective partner</p>

<ol style="list-style-type: none"> 3. Where you play sports 4. Where you buy other goods (besides groceries) 5. Where you took a walk or rode your bike 6. Friends' homes you visited <p>After keeping track of this information for a week, students will work together to map their local neighborhood community.</p>	<p>Hubbard Woods Town Hall Meetings</p> <p>Jo-Boaler Role Cards</p> <p>Books: Roxaboxen <i>by Alice McLerran</i></p> <p>The Empty Pot <i>by Demi</i></p> <p>Mr. Peabody's Apples <i>By Madonna</i></p> <p>City Mouse Country Mouse <i>by Jan Brett</i></p> <p>Me on the Map <i>by Joan Sweeney</i></p> <p>On the Town: A Community Adventure <i>by Judith Caseley</i></p>	<p>and group member</p> <p>Present neighborhood map to classmates</p>
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Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary Concepts:</p> <p>Civics 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>SS.CV.2.2: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>Geography SS.G.1.2: Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.</p> <p>SS.G.2.2: Identify some cultural and environmental characteristics of your community and compare to other places.</p> <p>History SS.H.1.2: Summarize changes that have occurred in the local community over time.</p>	<p>Students will be able to independently use their learning to identify factors that influence changes in a community over time.</p>
	Meaning Goals
<p>Essential Question:</p> <p>How has Winnetka changed over time?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What geographical features impact a community? ● Which events and people have had an impact on the development of Winnetka? ● What are the essential components of a community? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Communities, such as Winnetka, change over time. ● Geography, such as Lake Michigan, has an influence over communities. ● Historical events influence the development of a community. ● Technological advances influence the development of a community. ● Different components of a community meet the needs of the community members.

Acquisition Goals		
<p>SS.H.2.2: Compare individuals and groups who have shaped a significant historical change.</p> <p>SS.H.3.2: Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.</p> <p>SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.</p> <p>SS.IS.4.K-2. Evaluate a source by distinguishing between fact and opinion.</p> <p>SS.IS.5.K-2. Ask and answer questions about arguments and explanations.</p> <p>SS.IS.6.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classroom.</p>	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The names of influential people in Winnetka’s history. ● The names of important locations in Winnetka’s history. ● The meaning of the word “Winnetka”. ● Historical events that influenced the development of and changes to Winnetka. ● The purpose of trail trees. ● The evolution of the Green Bay Trail to present day Green Bay Road. ● Community Infrastructure vocabulary (educational, recreational, governmental, commercial, and residential). 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying specific changes that have occurred in Winnetka. ● Locating important geographic features and Winnetka landmarks on a map. ● Recalling important Winnetka historical events that influenced its development. ● Explaining how Native Americans and early settlers traveled to and through Early Winnetka. ● Sequencing events in Winnetka’s past. ● Comparing and contrasting Winnetka community infrastructure (including stores, schools, parks, etc) from the past with current day. ● Classifying locations of Winnetka as educational, recreational, governmental, commercial, and residential.

Learning Plan
Summary of Key Learning Events and Instruction

Inquiry/Activity Description	Resources/Materials	Performance Task
<p><u>Building a Model of Modern Winnetka</u> As a culminating activity, students will use their knowledge from the study to build a model of Winnetka in their classroom. Each student will select one component of the community infrastructure (residential, educational, governmental, recreational, or commercial) to study. Students will research why communities need these components and how they are represented in their village. With this knowledge, each student will identify a building in which they would like recreate with a model. The model town will be built using all of the buildings created by each student.</p>	<p>Video: The Winnetka Story</p> <p>Photos of Winnetka in the past</p> <p>Members of the community of Winnetka (parents, business owners, etc)</p> <p>Historic maps of Winnetka</p> <p>Winnetka Historical Society</p> <p>Visit Log House/Trolley Ride</p> <p>Winnetka: A Beautiful Place (Coloring Book published by the Winnetka Historical Society)</p>	<p>Collaboratively create the model of Winnetka</p> <p>Work as an effective group member</p> <p>Write a reflection regarding how their building or area fits into the infrastructure of the village</p>

Desired Results	
<u>Illinois Social Science Standards</u>	Transfer Goal
<p>Disciplinary Concepts:</p> <p>Civics 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>SS.CV.2.2: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>Geography SS.G.2.2: Identify some cultural and environmental characteristics of your community and compare to other places.</p> <p>SS.G.3.2: Explain how people in your community use local and distant environments to meet their daily needs.</p> <p>Economics SS.EC.1.2: Demonstrate how our choices can affect ourselves and others in positive and negative ways.</p> <p>SS.EC.2.2: Explain the role of money in making exchange easier.</p>	<p>Students will be able to independently use their learning to analyze how the goods and services a community provides can enhance or limit everyday living.</p>
	Meaning Goals
<p>Essential Question:</p> <p>What are goods and services?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● How do communities establish monetary value to goods and services? ● How does a community provide needed goods and services to its community members? ● What factors influence the goods a community produces? ● What factors influence the services a community provides? ● How do community members pay for goods and services? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Communities need goods and services to survive. ● Some goods or services are produced outside of our community. ● Currency is exchanged for goods and services or saved for future needs. ● Some services are provided to the whole community (fire/police/parks). ● Every community's resources impacts the goods and services they provide. ● A community's economic status can influence its ability to provide goods and resources

Acquisition Goals		
<p>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>SS.EC.FL. 4.2.: Explain that money can be saved or spent on goods and services.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.</p> <p>SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.</p> <p>SS.IS.4.K-2. Evaluate a source by distinguishing between fact and opinion.</p> <p>SS.IS.5.K-2. Ask and answer questions about arguments and explanations.</p> <p>SS.IS.6.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classroom.</p>	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The definitions of key terms (goods, services, money, currency, trade). ● Types of goods, services and currency. ● Characteristics of a rural, urban and suburban community as related to goods and services they typically produce. ● Characteristics of different currency/exchange/bartering systems. 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Distinguishing between a good and a service. ● Exchanging money for goods and services. ● Producing/providing needed goods and services. ● Recognizing a need for a good or service. ● Explaining how everyday living is enhanced or limited by the resources in one's community. ● Comparing and contrasting the implementation of goods and services in different communities. ● Identifying the goods and services their local community can and cannot provide.

Learning Plan
Summary of Key Learning Events and Instruction

Inquiry / Activity Description	Resources/Materials	Performance Task
<p><u>Creating a Classroom Store</u> Collectively, the entire class decides what kind of store they would like to open (thrift, school supplies, crafts, plants etc). Over the course of days, the students gather and create materials necessary to run the business (goods, display cases, cash registers, change, price tags, packaging etc). Students also identify and assign jobs within the store (cashiers, managers, store arrangement/display, advertising, etc). Before inviting customers, they calculate costs associated with their goods and price their products. To obtain business, students advertise their business to other classrooms, parents and/or community members. When they are open for business, they interact with customers by encouraging them to purchase goods noting the need and/or want for the product. They also exchange currency for the product and provide any change to the customer. After the grand opening, students reflect on how well they did. Did they make a profit? Did they sell all of their goods? What are the next steps? Do they open another day? Do the prices need to be adjusted?</p>	<p>Parent visits - describe their occupations</p> <p>Local business owners</p> <p>Local community services (e.g. Fire, Police)</p> <p>Books / Texts: Readworks Article a Day: Buying, Selling, and Trading</p> <p>Readworks: What Can I Buy? Spending Money What is Trade</p> <p>Games:</p> <ul style="list-style-type: none"> ● Life ● Monopoly ● Piggybank ● Presto - Chango 	<p>Running a class store which includes pricing, profit, account balancing and verbal reflection on the store's performance and decisions about next steps.</p>

Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary Concepts:</p> <p>Civics 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>SS.CV.3.3: Compare procedures for making decisions in the classroom, school and community.</p> <p>SS.CV.4.3: Describe how people have tried to improve their communities over time.</p> <p>Geography SS.G.3.3: Show how consumption of products connects people to distant places.</p> <p>Economics 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>Students will be able to independently use their learning to notice and appreciate the value of different communities.</p>
	Meaning Goals
<p>Essential Question:</p> <p>What does a community need to thrive?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What is a fundamental need? ● What is the difference between needs and wants? ● How do you create a thriving community? ● How do people come together as a community to solve a problem? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Because all people have fundamental needs, we are more alike than different. ● Each person in a community plays a role in the success or decline of the community. ● Groups of people make rules to create responsibilities and protect freedoms.

	Acquisition Goals	
<p>Inquiry skills facilitating the learning of disciplinary concepts: SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.2.3-5. Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3.3-5. Determining sources representing multiple points of view that will assist in answering essential questions.</p> <p>SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.IS.5.3-5. Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p>SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.</p>	<p>Knowledge <i>Students will know...</i></p> <p><u>Key Terms and Concepts</u></p> <ul style="list-style-type: none"> ● Community ● Empathy ● Cooperation ● Compassion ● Universal Fundamental Needs <ul style="list-style-type: none"> ○ Transportation ○ Education ○ Government ○ Food ○ Clothing ○ Shelter ○ Belief System ○ Recreation ○ Communication <ul style="list-style-type: none"> ● Types of different decision making structures. ● The names of roles and responsibilities within a community. 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Creating fair rules and responsibilities. ● Making positive and productive group decisions. ● Working together to accomplish goals. ● Identifying the Universal Fundamental needs. ● Describing in writing and/or in pictures their personal fundamental needs. ● Comparing and contrasting their personal community to another community.

Learning Plan
Summary of Key Learning Events and Instruction

Inquiry/Activity Description	Resources/Materials	Performance Task
<p><u>Fundamental Needs Booklet:</u> Students learn about the different fundamental needs and identify how each is necessary for survival. Each student will fill out a page in their booklet about each fundamental need stating how it is met in their home and then draw a correlating picture. They will also compare and contrast what they have written and drawn in their booklet with other classmates through discussion.</p>	<p>Epic! Reading Collection: Natural resources</p> <p>Roxen Boxen By Alice McLerran</p> <p>Weslandia By Paul Fleishchman</p>	<p>A student created booklet in which they have reflected, written about and drawn a picture of each of the fundamental needs in their lives.</p>

Grade: 3

Unit/Essential Question: How do the natural resources of an environment help humans to meet their fundamental needs?

Desired Results	
<u>Illinois Social Science Standards</u>	Transfer Goals
<p>Disciplinary Concepts:</p> <p>Civics 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>SS.CV.4.3: Describe how people have tried to improve their communities over time.</p> <p>Geography SS.G.1.3: Locate major landforms and bodies of water on a map or other representation.</p> <p>SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places.</p>	<p>Students will be able to independently use their learning to understand and respect the identity and culture of Native Americans.</p>
	Meaning Goals
	<p>Essential Question:</p> <p>How do the natural resources of an environment help humans to meet their fundamental needs?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● How did early Native Americans (Plains, Woodlands) meet their fundamental needs? ● What did an early Native American (Plains, Woodlands) community need to thrive? ● What happens when the environment changes?
	<p>Understandings <i>Students will understand that..</i></p> <ul style="list-style-type: none"> ● How people live, depends on where a they live. ● Natural resources can vary depending on the region in which one lives. ● There were many different Early Native American Communities, each with their own unique characteristics.

Acquisition Goals	
<p>Economics 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>SS.EC. 2.3: Generate examples of the goods and services that governments provide.</p> <p>History 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>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.2.3-5. Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3.3-5. Determining sources representing multiple points of view that will assist in answering essential questions.</p>	<p>Knowledge <i>Students will know...</i></p> <p>Characteristics of the Woodland Region:</p> <ul style="list-style-type: none"> ● Food sources (e.g. deer, three sisters) ● Types of Homes (e.g. longhouse, wigwam) ● Clothing (e.g. deerskin dresses) ● Recreation (e.g. games to build skills) ● Transportation (e.g. canoes, horses) ● Communication (e.g. sign language, Wampum belts) ● Education (e.g. learn from elders) ● Government (e.g. Haudenosaunee/Five Nations) ● Belief System (reverence/connection to nature, Great Spirit, Mother Earth) <p>Characteristics of the Plains Region:</p> <ul style="list-style-type: none"> ● Food sources (e.g. buffalo, corn) ● Types of Homes (e.g. tipi) ● Clothing (e.g. buffalo skin) ● Recreation (e.g. games to build skills) ● Transportation (e.g. horses, parfleche) ● Communication (e.g. buffalo skin drawings) ● Education (e.g. Vision quest) ● Government (e.g. tribal structure) ● Belief System (e.g. reverence/connection to nature, Great Spirit, Mother Earth)
	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Locating major landforms and bodies of water on a map. ● Comparing and contrasting environmental characteristics regions of the United States. ● Researching early Native American regions. ● Documenting how communities meet their fundamental needs. ● Comparing and contrasting different Native American communities.

<p>SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.IS.5.3-5. Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p>SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.</p>		
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<p style="text-align: center;">Learning Plan <i>Summary of Key Learning Events and Instruction</i></p>		
<p style="text-align: center;">Inquiry/Activity Description</p>	<p style="text-align: center;">Resources/Materials</p>	<p style="text-align: center;">Performance Task</p>
<p><u>Environmental Map</u> Students will create a color coded map of Native American regions. Students create an illustrated key of the natural resources found in each region. Within this project, students will build an understanding of the natural boundaries and how each environmental region creates different lifestyles.</p>	<p>Photos of the Environmental Features of the 7 Native American Regions</p> <p>“Native American Environment” by Barbara Johnson</p>	<p>Student created regional map identifying key natural resources.</p> <p>Map will be used as an ongoing reference throughout this and ongoing studies.</p>

Desired Results	
<u>Illinois Social Science Standards</u>	Transfer Goal
<p>Disciplinary Concepts:</p> <p>Civics 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>SS.CV.4.3: Describe how people have tried to improve their communities over time.</p> <p>Geography SS.G.1.3: Locate major landforms and bodies of water on a map or other representation.</p> <p>SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places.</p> <p>Economics 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>Students will be able to independently use their learning to evaluate the gains and risks of new opportunities.</p>
	Meaning Goals
<p>Essential Question:</p> <p>Why move west?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● How did Pioneer communities meet their fundamental needs? ● What did Pioneer communities need to thrive? ● What happens when the environment changes? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Pioneers relocated because their fundamental needs were not being met. ● People try to improve their community over time. ● There are gains and risks when establishing a new life.

<p>SS.EC. 2.3: Generate examples of the goods and services that governments provide.</p> <p>SS.EC. 3.3: Describe the role of banks and other financial institutions in an economy.</p> <p>SS.EC. 4.3: Explain that when people borrow, they receive something of value now and agree to repay the lender over time.</p> <p>History 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>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.2.3-5. Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3.3-5. Determining sources representing multiple points of view that will assist in answering essential questions.</p>	Acquisition Goals	
	<p>Knowledge <i>Students will know...</i></p> <p>Characteristics of Pioneer Living:</p> <ul style="list-style-type: none"> ● Food sources (e.g. hunting and farming) ● Types of Homes (e.g. sod, log) ● Clothing (e.g. linsey woolsey) ● Recreation (e.g. fiddles, games, music, dancing) ● Transportation (e.g. wagons, horses) ● Communication (e.g. journals, letters) ● Education (e.g. one room schoolhouse) ● Government (e.g. early American gov't) ● Belief System (e.g. church) <ul style="list-style-type: none"> ● Names and characteristics of organized trails. ● Types of goods and services the government provided for the Pioneers. ● Different means for obtaining land (e.g. loan from bank, Homestead Act). 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Describing ways in which interactions among family members contribute to the daily living of Pioneers. ● Reading timelines and charts to understand a chronological sequence of events. ● Explaining how people modify and adapt to the environment and culture. ● Writing a first person account of a family's journey. ● Evaluating the family's needs and wants when determining what items should be brought with them to establish a new life. ● Navigating a map to determine family's route westward. ● Recalling the different governmental supports provided to the Pioneers.

<p>SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.IS.5.3-5. Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p>SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.</p>		
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Learning Plan <i>Summary of Key Learning Events and Instruction</i>		
Inquiry/Activity Description	Resources/Materials	Performance Task
<p>Preparation for a Day in the Pioneer Room Having the opportunity to become a pioneer and spend a day in an authentic log cabin has been a unique experience for the third graders of Winnetka for over 75 years. In order to immerse one’s self into a character of the past, much preparation has to occur within the classroom beforehand. Listed below are a few examples of that work:</p>	<p>Schlessinger Media: Pioneer Video Series: <i>“Pioneer Life for Children”</i></p> <p>1. Westward Expansion in the United States.</p>	<p>Demonstration of knowledge through the immersion of the Pioneer Room activities</p>

<p><u>Pioneer Journal</u> Reflecting upon the factual information from the study, students will work with their pioneer family to create a “journey story”. Each child will assume a role (e.g. youngest daughter) and write a detailed account of daily life and the journey westward in first person diary entries.</p> <p><u>Daily Pioneer Classroom Role Play</u> Children will use imaginative play to live as pioneers in the classroom. Children use artifacts, dress-up clothes and pretend play to live a pioneer’s daily life, solve problems and work together as a family.</p> <p><u>What Are We Bringing With Us? What Do We Leave Behind?</u> Children work in pioneer family units to decide and record what items they will bring with them on their journey west. With a limit of 2,000 pounds, the family needs to agree on what items to leave behind or bring with them to survive their arduous journey.</p>	<p>2. The Pioneer Journey Westward</p> <p>3. Daily Pioneer Life</p> <p>Books:</p> <p><i>If You Traveled West in a Covered Wagon by Ellen Levin</i></p> <p><i>If You Were a Pioneer on the Prairie by Anne Kamma</i></p> <p><i>You Wouldn’t Want to be an American Pioneer by Jacqueline Morley</i></p> <p><i>Going West by Jean VanLeeuwen</i></p> <p><i>Pioneer Life A to Z by Bobbie Kalman</i></p>	
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Unit/Essential Question: How did the environment shape the way people lived in Illinois over time? Grade: 4

Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary Concepts:</p> <p>Geography SS.G.1.4: Construct and interpret maps of Illinois and the United States using various media.</p> <p>SS.G.2.4: Analyze how the cultural and environmental characteristics of places in Illinois change over time.</p> <p>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>Economics SS.EC. 2.4: Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).</p> <p>History SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history.</p>	<p>Students will be able to independently use their learning to understand how technological advances work in conjunction with geography to shape the growth of communities.</p>
	Meaning Goals
<p>Essential Question:</p> <p>How did the environment shape the way people lived in Illinois over time?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● How did technological advances in transportation lead to the movement of people and goods? ● How did technological advances lead to the development of different kinds of communities? ● What makes a good location to build a community? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● In the past, people relied heavily on the local environmental resources for meeting their daily needs. ● Waterways were highly influential in the ability to open up the Western United States. ● Railroads also contributed to people & goods moving west. ● There is a difference between rural and urban life. ● People evaluated the human, natural, and capital resource factors of a location when deciding to establish a community.

Inquiry skills facilitating the learning of disciplinary concepts:	Acquisition Goals	
	Knowledge <i>Students will know...</i> <ul style="list-style-type: none"> ● Characteristics of rural living. ● Characteristics of urban living. ● Fundamental necessities for developing a city. ● Waterways were a main form of transportation and trade. ● Names of major waterways that were used to transport goods to Illinois. ● Names of canals that enhanced Illinois transportation. ● The function and purpose of canals. ● The various components of a map (compass rose, key, key topographical features, key cities, and capitals). 	Skills <i>Students will become skilled at...</i> <ul style="list-style-type: none"> ● Locating and labeling geographic features on a map. ● Comparing and contrasting maps of the same region that show different features of the region. ● Making an argument utilizing geographical knowledge. ● Identifying unique geographical features. ● Generating ideas around how communities are influenced by technological advances. ● Generating ideas around how a factor (e.g. a canal) can influence the history of an entire country. ● Comparing and contrasting the daily living experiences of early Illinoisans (rural versus urban).
<p>SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.2.3-5. Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3.3-5. Determining sources representing multiple points of view that will assist in answering essential questions.</p> <p>SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.IS.5.3-5. Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p>SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.</p>		

Learning Plan
Summary of Key Learning Events and Instruction

Inquiry/Activity Description	Resources/Materials	Performance Task
<p><u>Design a Community</u> Students will be given a set of environmental factors and features (e.g. a lake, a prairie, a mountain, etc.). From those parameters, the group will have to design a community that could flourish in these environmental circumstances. They will then decide what extra technological factor they could use that would change/improve their community.</p>	<p>Google MAPS</p> <p>Just Add Water: Making the City of Chicago by Renee Kreczmer</p> <p>The Erie Canal by Martha E. Kendall</p> <p>What Difference Could a Waterway Make? And other questions about the Erie Canal by Susan Bivin Aller</p> <p>American Journeys: Learn About Illinois</p> <p>MAP of the Month Read Works: Erie Canal</p> <p>ReadWorks: The Erie Canal and Westward Expansion</p>	<p>Possibilities include:</p> <ul style="list-style-type: none"> ● Map ● Presentation to a “city council” ● Class discussion ● Three-dimensional model ● Advertisement/poster

Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary Concepts:</p> <p>Civics 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>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>SS.CV.4.4: Explain how rules and laws change society and how people change rules and laws in Illinois.</p> <p>Geography SS.G.1.4: Construct and interpret maps of Illinois and the United States using various media.</p>	<p>Students will be able to independently use their learning to understand the variety of components that contribute to the development of a city and how recurring patterns in history can inform current social and political events and other issues.</p>
	Meaning Goals
<p>Essential Question:</p> <p>How does a city grow?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● How does technology influence the growth of a city? ● What kinds of events affect the growth of a city? ● How does government impact the growth of a city? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Particular circumstances lead to technological advances. ● After a catastrophic event, cities need to respond and rebuild. ● Certain events can elevate the status of a particular place. ● Government decisions are shaped by the voices and needs of different constituencies.

<p>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>Economics SS.EC.1.4: Explain how profits reward and influence sellers.</p> <p>History SS.H.2.4: Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.</p> <p>SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.2.3-5. Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3.3-5. Determining sources representing multiple points of view that will assist in answering essential questions.</p>	Acquisition Goals	
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Springfield was established as the state capital. ● Roles of state and local government officials (mayor, governor, representatives, etc.). ● Details of the rebuilding of Chicago after the Great Fire <ul style="list-style-type: none"> ○ Building and safety regulations that changed ○ Names of city planners ○ Redistribution of the population ○ Creation of Grant Park and the Lakefront ○ Chicago became home to the first skyscraper ● Details of The Columbian Exposition of 1893 that introduced Chicago as a world city <ul style="list-style-type: none"> ○ Purpose of a World's Fair ○ People visited from all over the world ○ Chicago's introduction as a modern city ○ Technological advances of electricity, transportation, and 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying differences between state and local government officials ● Locating on a map: <ul style="list-style-type: none"> ○ City of Springfield ○ The boundaries of the Chicago Fire ○ The build out of the lakefront ○ The location of the World's Fair ● Analyzing the cause and effect of building regulations post-Chicago Fire ● Researching the new technologies introduced at the World's Fair ● Reading and interpreting graphs/charts that document the population growth of Early Chicago 	

<p>SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.IS.5.3-5. Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p>SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.</p>	<p>underground sewage system highlighted how Chicago had become a modern city</p> <ul style="list-style-type: none"> ○ Chicago City Planners, such as Burnham, were highly involved in the planning of the “White City” ○ Population increase due to workers and visitors 	
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<p style="text-align: center;">Learning Plan <i>Summary of Key Learning Events and Instruction</i></p>		
<p style="text-align: center;">Inquiry/Activity Description</p>	<p style="text-align: center;">Resources/Materials</p>	<p style="text-align: center;">Performance Task</p>
<p><u>“Our Own World’s Fair” /STEAM Week</u> Students will work in groups to create inventions that they can produce and sell at a mock World’s Fair, thus replicating the merchants who came from around the world to display their innovations and sell them to the crowd.</p>	<p>K’nex Ferris Wheel kit</p> <p>Recyclable Materials</p>	<p>Teacher-created rubric or checklist that will provide feedback to students concerning:</p>

	<p>Mr. Ferris and His Wheel <i>by Kathryn Gibbs and Gilbert Ford</i></p> <p>Mistakes That Worked: 40 Familiar Inventions & How They Came to Be <i>by Charlotte Foltz Jones and John O'Brien</i></p> <p>Girls Think of Everything: Stories of Ingenious Inventions by Women <i>by Catherine Thimmesh and Melissa Sweet</i></p>	<ul style="list-style-type: none"> ● Effective and positive group participation ● Problem-solving strategies ● Practicality of invention to the needs of consumers ● Quality of invention ● Promotion of invention ● Interaction with “customers”
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Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary Concepts:</p> <p>History 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>SS.H.2.4: Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.</p> <p>SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history.</p> <p>Geography SS.G.2.4: Analyze how the cultural and environmental characteristics of places in Illinois change over time.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.</p>	<p>Students will be able to independently use their learning to recognize communities are shaped by the contributions of various cultures.</p>
	Meaning Goals
<p>Essential Question:</p> <p>How do immigrants influence the growth of a city?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● How did immigrants shape the culture and neighborhoods of Chicago? ● What did the American Dream look like for immigrants who came to Illinois? What were the realities of the experience? ● Where did people settled and why? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Immigrants created neighborhoods of like people. ● Immigrants relied on each other for survival and success. ● Immigrants helped to create the culture of specific neighborhoods and the city of Chicago. ● Requirements and processes for immigration have changed/are changing over time. ● Immigrants both struggled and succeeded when they got to Chicago. ● The immigrant experience was a multi-generational progression.

Acquisition Goals		
<p>SS.IS.2.3-5. Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3.3-5. Determining sources representing multiple points of view that will assist in answering essential questions.</p> <p>SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.IS.5.3-5. Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p>SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.</p>	<p>Knowledge <i>Students will Know...</i></p> <ul style="list-style-type: none"> ● There were many ports of entry in the US. ● Names of entry points. ● Immigrant experiences are similar ● Immigrant experiences could differ according to who you were and when you arrived ● Push and pull factors of migration. ● How immigrants assimilated vs kept their cultural traditions. 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Empathizing with the immigrant experience. ● Identifying the stages of the immigrant journey (requirements, screening, challenges, connections). ● Comparing and contrasting similarities and differences of immigrant experiences. ● Analyzing primary sources. ● Using fiction and non-fiction resources to understand the tension between assimilation and retaining your cultural identities. ● Using historical fiction to grow ideas and make connections

Learning Plan
Summary of Key Learning Events and Instruction

Inquiry/Activity Description	Resources/Materials	Performance Task
<p><u>Ellis Island Experience</u> Students will experience a simulation of the immigrant experience of coming through Ellis Island. Students will work in small groups to form families and then research their “history” and what is bringing them to the United States. Once students have created an immigrant identity with their family, the three schools will come together to recreate the experience of going through Ellis Island with its paperwork, interviews, testing, etc.</p> <p><u>Taste of Chicago Neighborhoods</u> Students work in small groups to research and investigate a specific Chicago neighborhood and the impact its immigrants made on it. They will then create booths to display their knowledge and invite others to the “fair”.</p>	<p>Orphan of Ellis Island <i>By Elvira Woodruff</i></p> <p>Nory Ryan’s Song <i>by Patricia Reilly Giff</i></p> <p>Maggie’s Door <i>by Patricia Reilly Giff</i></p> <p>If Your Name Was Changed at Ellis Island <i>by Ellen Levine</i></p> <p>Lowji Discovers America <i>by Candace Fleming</i></p> <p>Fiona’s Lace <i>by Patricia Polacco</i></p> <p>Readworks articles</p> <p>https://www.tenement.org/</p> <p>https://www.libertyellisfoundation.org/</p> <p>http://teacher.scholastic.com/activities/immigration/</p>	<p>Demonstration of knowledge while participating in the Ellis Island Immigration Simulation</p>

The following standards will be addressed through integration with other subjects and/or regular classroom practices and activities:

- **Economics and 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 goods and services, or used to pay taxes.

Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary Concepts:</p> <p>Civics 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>SS.CV.4.5: Explain how policies are developed to address public problems.</p> <p>Economics SS.EC.1.5. Analyze why and how individuals, businesses, and nations around the world specialize and trade.</p> <p>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>Students will be able to independently use their learning to identify a problem or challenge and understand its causes, effects, and utilize strategies to develop a solution and move forward.</p>
	Meaning Goals
<p>Essential Question:</p> <p>What causes change?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What are the effects of change? ● What happens when some want change and others don’t? ● Why do people want change? ● How do people resist power structures? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● People have different perspectives. ● People want change for different reasons. ● Risks are involved when trying to make a change. ● Change has a variety of different effects. ● Societal structures produce different levels of power.

Acquisition Goals	
<p>SS.EC.3.5: Determine the ways in which the government pays for the goods and services it provides.</p> <p>History 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>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.2.3-5. Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3.3-5. Determining sources representing multiple points of view that will assist in answering essential questions.</p> <p>SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p>	<p>Knowledge <i>Students will know...</i></p> <p>Revolutionary War</p> <ul style="list-style-type: none"> ● The different types of Colonial trades. ● The impact of significant transformative events. ● Famous battles that shaped the outcome of the war. ● The formation of our government structure: monarchy vs. democracy ● The historical legislation and acts that led to the war. ● The impact of various changemakers.
	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Describing various trades and how they influenced the future of the economy. ● Discussing transformative events and their impact. ● Reviewing famous battles. ● Comparing different government structures. ● Describing how legislation and acts impact society. ● Investigating changemakers.

<p>SS.IS.5.3-5. Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p>SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.</p>		
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<p style="text-align: center;">Learning Plan <i>Summary of Key Learning Events and Instruction</i></p>		
<p style="text-align: center;">Inquiry/Activity Description</p>	<p style="text-align: center;">Resources/Materials</p>	<p style="text-align: center;">Performance Task</p>
<p>Student Guided Inquiry After learning about changemakers throughout the Revolutionary War, teachers will provide a guided inquiry of historical and modern day changemakers for students to choose from and look at in more depth. Teachers will also take a field trip to the Holocaust Museum to experience the “Make a Difference” exhibit to further enhance their understanding of people who have made an impact in the world.</p>	<p>Possible Changemakers to explore:</p> <ul style="list-style-type: none"> ● Elon Musk ● Malala Yousafzai ● Martin Luther King Jr. ● Ruby Bridges ● Little Rock Nine ● Mahatma Gandhi 	<p>Possible Performance Tasks:</p> <ul style="list-style-type: none"> ● Students will create a video on their modern or historical changemaker and compare and contrast it to a changemaker from the Revolutionary War.

	<ul style="list-style-type: none"> ● Rosa Parks ● Louis Braille ● William Kamkwamba: <i>The Boy Who Harnessed the Wind</i> <p>Possible Resources:</p> <ul style="list-style-type: none"> ● <i>Heroes of the Environment</i> by Harriet Rohmer ● <i>Rad Women Worldwide</i> by Kate Schatz 	<ul style="list-style-type: none"> ● Students will create a “Take a Stand” locker as seen from their visit to the “Make a Difference” exhibit at the Holocaust Museum. Images from the Exhibit
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Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary Concepts:</p> <p>Economics 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.FL.4.5: Explain that interest is the price the borrower pays for using someone else’s money.</p> <p>Geography SS.G.1.5. Investigate how the cultural and environmental characteristics of places within the United States change over time.</p> <p>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>Students will be able to independently use their learning to understanding how the behaviors of people from the past seeking new frontiers can inform judgements about modern day frontiers.</p>
	Meaning Goals
<p>Essential Question:</p> <p>What motivates people to seek new frontiers?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What is the appeal of a new frontier? ● What are the effects of settling a new frontier? ● Who is impacted by the expansion/move? ● How does seeking new frontiers influence an economy? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● New frontiers offer new opportunities to some groups. ● There are gains and risks to those who seek out new frontiers. ● People, land and resources can be disturbed from the move. ● When exploring new frontiers, it can be hard to anticipate all of the possible impacts. ● Exploring new frontiers can impact the economic growth of a society.

Acquisition Goals		
<p>History SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>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>SS.H.3.5. Explain probable causes and effects of events and developments in U.S. history</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.2.3-5. Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3.3-5. Determining sources representing multiple points of view that will assist in answering essential questions.</p> <p>SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of</p>	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Characteristics or necessities of organized trails. ● Benefits of the Louisiana Purchase and its impact on westward expansion. ● Roles of famous people and explorers. ● Historical acts and conflicts that occurred during the time of westward expansion and how different groups were impacted. ● Reasons why people went west. ● Different types of economic incentives for moving westward. ● The technology that influenced industrialization of the nation. 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Evaluating how important land purchases allowed Americans to seek new frontiers/opportunities. ● Analyzing the positive and negative effects of exploring a new frontier. ● Comparing and contrasting the perspectives of Native Americans vs. settlers. ● Identifying influential persons, and their contributions, of the westward movement. ● Documenting and mapping important events and places. ● Discussing the relationship between transportation and economy. ● Reflect on how the Americans acquired the west and Oregon territory.

<p>multiple sources.</p> <p>SS.IS.5.3-5. Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p>SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.</p>		<ul style="list-style-type: none"> • Describing the effects of the gold rush on the the US economy. • Recall how natural resources were used to benefit the economy
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<p style="text-align: center;">Learning Plan <i>Summary of Key Learning Events and Instruction</i></p>		
<p style="text-align: center;">Inquiry/Activity Description</p>	<p style="text-align: center;">Resources/Materials</p>	<p style="text-align: center;">Performance Task</p>
<p>Students will investigate the motivations of people who leave/move and determine whether they were based on:</p> <ul style="list-style-type: none"> - Exploration - Persecution <p>Students will have a variety of resources during the investigation such as memoirs, news articles, video interviews and connection to local organizations that work with refugees. Students will have the opportunity to discuss ideas of exploration and persecution in both small and large group settings.</p>	<p>Books:</p> <ul style="list-style-type: none"> • Teachers can use the book, <i>Refugee</i> by Alan Gratz as a read aloud to understand the perspectives of people seeking new frontiers from persecution. 	<p>Students will write a story/diary entry from the perspective of a refugee, incorporating the motivations and challenges learned from books read.</p>

	<ul style="list-style-type: none"> ● Teachers can use the book, <i>Home of the Brave</i> by Katherine Applegate to understand the perspective of people seeking new frontiers. ● Newsela <p>Community Resources</p> <ul style="list-style-type: none"> ● Heartland Alliance ● Refugee One 	
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The following standards will be addressed through integration with other subjects and/or regular classroom practices and activities:

- **Geography**
 - **SS.G.4.5:** Compare the environmental characteristics of the United States to other world regions.

Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary concepts:</p> <p>Geography SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment.</p> <p>SS.G.2.6-8.LC: Explain how humans and their environment affect one another.</p> <p>SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and settlement.</p> <p>SS.G.4.6-8.LC: Identify how cultural and environmental characteristics vary among regions of the world.</p> <p>History SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.2.6-8.LC: Explain how and why perspectives of people have changed</p>	<p>Students will be able to independently use their learning to analyze and understand the world through a geographical lens.</p>
	Meaning Goals
<p>Essential Question:</p> <p>How do humans control their environment to have their needs met?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● In what ways are humans dependent on sources of water? ● What is the importance of barriers (natural and man-made)? ● How do humans control food supplies? ● What is the connection between the environment and the establishment of civilization? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Water is essential for physical survival, health, agriculture, travel, and trade. ● Barriers provide protection, strengthen the identity of a culture. ● Humans went from hunter-gatherers to farmers and herders due to their ability to control their environment. ● Once the environment was controlled, there was a surplus of food, a division of labor and the creation of cities.

<p>over time. SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation.</p> <p>SS.H.4.6-8.LC: Explain multiple causes and effects of historical events</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.</p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <p>SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.</p> <p>SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.</p> <p>SS.IS.5.6-8.LC: Appropriately cite all sources utilized.</p> <p>SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p>	<p style="text-align: center;">Acquisition Goals</p> <p>Knowledge <i>Students will know...</i></p> <p>Places:</p> <ul style="list-style-type: none"> ● Tigris and Euphrates River/ Fertile Crescent ● Mesopotamia ● Sumer <p>Agriculture:</p> <ul style="list-style-type: none"> ● Irrigation/levee/canal ● Silt ● Agriculture ● Surplus ● Cultivation and domestication <p>Geography:</p> <ul style="list-style-type: none"> ● Topography & terrain ● Natural resource ● City-state <p>People:</p> <ul style="list-style-type: none"> ● Civilization ● Nomad ● Migrate <p>Advancement:</p> <ul style="list-style-type: none"> ● Commodity ● Trade/barter ● Technology/tools 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Locating and labeling geographic features on a map. ● Comparing and contrasting maps of the same region that show different features of the region. ● Identifying the type of map to use for a specific purpose. ● Making an argument utilizing geographical knowledge. ● Using geographic domain language. ● Analyzing the cause and effect of human impact on the geography of a place. ● Identifying the aspects of geography that impact culture. ● Sequence the unfolding/development of how humans as hunters-gatherers to farmers and domesticators.
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<p>SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).</p> <p>SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.</p>		
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<p style="text-align: center;">Learning Plan <i>Summary of Key Learning Events and Instruction</i></p>		
<p style="text-align: center;">Inquiry/Activity Description</p>	<p style="text-align: center;">Resources/Materials</p>	<p style="text-align: center;">Performance Task</p>
<p>Geography/Cultural Study Book Clubs Students will join a book club to read books from a certain geographic region. Books in the club will vary to include many genres and levels of literature and nonfiction reading. Clubs meet to design their reading plan. Teacher teaches mini-lessons that students transfer to their own reading. Students maintain reading logs and reading notebooks.</p>	<p>Grouped together by region of the world: Novels, nonfiction books, poetry, picture books</p> <p>Read Aloud Book <i>Mirror</i> by Jeannie Baker</p>	<p>Reader’s Notebook Students keep notes from mini-lessons and record their thinking as they read and meet in groups</p> <p>Summary Rubric Students create annotated booklists and presentations that share understanding of the geography of the region.</p> <p>Comprehension Quizzes Based on read aloud book</p>

Unit/Essential Question: How do humans progress through innovation and the creation of technology?

Grade: 6

Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary concepts: Economics SS.EC.1.6-8.LC: Explain how economic decisions affect the wellbeing of individuals, businesses and society.</p> <p>SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>SS.EC.3.6-8.LC: Explain why standards of living increase as productivity improves.</p> <p>SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income.</p> <p>SS.EC.FL.2.6-8.LC: Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.</p> <p>History SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or</p>	<p>Students will be able to independently use their learning to make economically sound and ethical financial decisions.</p>
	Meaning Goals
<p>Essential Question:</p> <p>How do humans progress through innovation and the creation of technology?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● How did the rise of towns impact work, trade and innovation? ● How does a stable economy improve quality of life? ● How do “wants” drive innovation and entrepreneurship? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● People began relying on other workers to provide their needs and developed a lifestyle based on the idea of exchange. ● When the economy is stable, people are not solely worried about meeting their basic needs. ● When a person does not need to focus on meeting their needs, they can focus on creative endeavors.

<p>continuity. SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.</p> <p>SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation.</p> <p>SS.H.4.6-8.LC: Explain multiple causes and effects of historical events</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.</p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <p>SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.</p> <p>SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.</p> <p>SS.IS.5.6-8.LC: Appropriately cite all sources utilized.</p>	<p style="text-align: center;">Acquisition Goals</p> <p>Knowledge <i>Students will know...</i></p> <p>Roles of Citizens:</p> <ul style="list-style-type: none"> ● Apprentice ● Residents ● Craftsmen ● Journeyman ● Peasants ● Vassals ● Feudalism (feudal lord, monarch, noble, peasant, high ranking church official) <p>Responsibilities/Rights of Citizens:</p> <ul style="list-style-type: none"> ● Guild (merchant and craft guilds) ● Common law ● Taxes ● Trade & Commerce (merchant fair/markets) ● Trade Routes ● Dues ● Charter <p>Miscellaneous Terms:</p> <ul style="list-style-type: none"> ● Surplus ● Hierarchy ● Fiefdom ● Manor 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying the different roles (jobs) in an economic system. ● Comparing the medieval economy to our modern economy. ● Explaining how the rise of towns and the creation of guilds changed the way goods were traded and sold. ● Analyzing the ways in which the Crusades both benefited and hindered the culture of the time. ● Tracing the ways in which goods and services were absorbed and morphed by other cultures.
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<p>SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p> <p>SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).</p> <p>SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.</p>		
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<p style="text-align: center;">Learning Plan <i>Summary of Key Learning Events and Instruction</i></p>		
<p style="text-align: center;">Inquiry/Activity Description</p>	<p style="text-align: center;">Resources/Materials</p>	<p style="text-align: center;">Performance Task</p>
<p>Modern Medieval: Students use their knowledge of a medieval town square/market to create current day market place in which each student has his/her own stall to sell wares. Students will write a quick argument to defend why their stall is necessary. Students will research and create a business or item to sell. Within this inquiry project students will build understanding of the roles and relationships between savers, borrowers, interest, time, and the purposes for saving. Students’ stalls will be accompanied by an informational writing piece that details the research they’ve done.</p>	<p><u>History Alive! The Medieval World and Beyond</u> (Unit 1)</p> <p><u>Good Masters! Sweet Ladies!</u> By Laura Amy Schlitz Trade Books (available in our RC)</p>	<p>Rubric(s): 6th grade argument writing; 6th grade informational writing</p> <p>Student notes: checked by teacher with daily feedback</p> <p>Final Product Rubric: to be designed by teacher</p>

Grade: 6

Unit/Essential Question: How do humans strive toward a fairer society by adapting how they are governing?

Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary concepts:</p> <p>Civics SS.CV.1.6-8.LC: Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).</p> <p>SS.CV.2.6-8.LC: Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p> <p>SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p>SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.</p> <p>SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.</p>	<p>Students will be able to independently use their learning to participate as an active and civil citizen in a democratic society.</p>
	Meaning Goals
<p>Essential Question:</p> <p>How do humans strive toward a fairer society by adapting how they are governing?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● How fair or unfair were the earliest forms of government? ● Why were constitutions and laws written and followed? ● What are the roles of an active citizen? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The earliest forms of government favored the few over the masses. ● Active citizens exchange ideas, exercise their rights, and work toward the greater good. ● Rules of government and laws are written and followed to create order.

<p>SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.</p> <p>History SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.</p> <p>SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation.</p> <p>SS.H.4.6-8.LC: Explain multiple causes and effects of historical events</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.</p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <p>SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.</p>	<p style="text-align: center;">Acquisition Goals</p> <p>Knowledge <i>Students will know...</i></p> <p>Forms of Government:</p> <ul style="list-style-type: none"> ● Monarchy ● Oligarchy ● Tyranny ● Democracy ● Republic <p>Roles of Citizens:</p> <ul style="list-style-type: none"> ● Social class ● Senator ● Citizen ● Voters ● Jurors ● Taxpayers ● Military ● Office holders <p>Avenues for Change:</p> <ul style="list-style-type: none"> ● Treaties ● Civic Virtue ● Protest ● Rebellion/Revolution ● Alliances ● Constitution ● Polis/Politics 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Evaluating the effectiveness of different types of government. ● Identifying and acting on ways to participate as a citizen. ● Analyzing and evaluating the fairness of written laws. ● Explaining why governments change and evolve over time. ● Exchanging ideas and working cooperatively for the greater good. ● Analyzing the ways in which a civilization’s architecture impacts or informs its civic ideals. ● Comparing and contrasting the ways a civilization’s government meets the needs of differing social classes.
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<p>SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.</p> <p>SS.IS.5.6-8.LC: Appropriately cite all sources utilized.</p> <p>SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p> <p>SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).</p> <p>SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.</p>		
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<p align="center">Learning Plan <i>Summary of Key Learning Events and Instruction</i></p>		
<p align="center">Inquiry/Activity Description</p>	<p align="center">Resources/Materials</p>	<p align="center">Performance Task</p>
<p>Getting to Democracy Students engage in an interactive reading of Chapter 26 in their History Alive book. To simulate each form of Greek government that led to democracy, students choose a song to play using the</p>	<p><u>History Alive The Ancient World</u> <u>Government Assessment</u></p>	<p>Rubric: 6th grade argument writing checklist</p>

<p>different forms (monarchy, oligarchy, tyranny and democracy). Students take notes on each type of government after each simulation. Students use their experience and the reading to “grade” the types of government based on their efficiency, equality and meeting the needs of all people. They use their experience, reading and grading to write an argument for the best overall form of government.</p>		<p>Written Test: Many teachers give a written assessment to students</p> <p>Inquiry: Students develop questions about government and design an inquiry project to answer them</p>
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Grade: 7

Unit/Essential Question: How do ethical and religious beliefs influence the structure and fabric of society?

Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary concepts: Civics SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <p>Geography SS.G.2.6-8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>SS.G.4.6-8.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.</p> <p>Economics SS.EC.3.6-8.MC. Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.</p> <p>History SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<p style="text-align: center;">Students will use their learning to have increased cultural awareness, tolerance and appreciation.</p>
	Meaning Goals
<p>Essential Question:</p> <p>How do ethical and religious beliefs influence the structure and fabric of society?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What are the structures and functions of institutions (Government/Religion)? ● How has our society (past and present) been influenced by these institutions? 	<p>Understandings</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> ● Religions provide a framework for societal laws and how a society is organized. ● Religions have common threads that unite people in a shared community. ● Religions have significant differences that result in distinct norms and values worldwide. ● Religious and secular structures coexist in a society.

Acquisition Goals	
<p>SS.H.2.6-8.MC. Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p> <p>SS.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.</p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <p>SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.</p> <p>SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.</p> <p>SS.IS.5.6-8.LC: Appropriately cite all sources utilized.</p>	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Religious Rituals ● Hinduism (core) <ul style="list-style-type: none"> ○ Polytheism ○ Reincarnation ○ Caste System ○ Karma and Dharma ○ India Geography ○ Gandhi ● Buddhism (core) <ul style="list-style-type: none"> ○ Southeast Asia Geography ○ Siddhartha Gautama ○ Tibet - Dalai Lama ○ Four Noble Truths ○ Eightfold Path ○ Meditation ○ Philosophy vs Religion ● Judaism (core) <ul style="list-style-type: none"> ○ Abraham and Moses ○ Exodus ○ Ten Commandments ○ Jerusalem and Israel ○ Major Branches ○ Monotheism ○ Semitic ○ Kosher ○ Torah ● Christianity (core) <ul style="list-style-type: none"> ○ Jesus Christ ○ Bible ○ Disciples <p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Evaluating the powers and responsibilities of religious institutions and leadership. ● Tracing connections between religious traditions and contemporary life. ● Analyze how the environmental characteristics of places and production of goods influence patterns of trade in Southeast Asia, the Middle East, India and Europe. ● Distinguishing between radical and mainstream beliefs and values. ● Identify commonalities in the beliefs of major world religions.

<p>SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p> <p>SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).</p> <p>SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.</p>	<ul style="list-style-type: none"> ○ Reformation ○ Catholics and Protestants ○ Branches ● Islam (core) <ul style="list-style-type: none"> ○ Middle East Geography ○ Muhammad ○ Five Pillars ○ Mecca ○ Qu’ran ○ Shia and Sunni ○ Stereotyping ○ Cultural Traditions 	
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Learning Plan <i>Summary of Key Learning Events and Instruction</i>		
Inquiry/Activity Description	Resources/Materials	Performance Task
<p>Muslims in America Keynote: Students read, listen to, and watch vignettes from Muslim Americans describing their experiences, and then incorporate key quotes, main ideas, and personal takeaways into quality slides. Students explore a variety of art, animations, quotes, and audio narratives from Muslim Americans, identify main ideas, develop summary statements, and select impactful quotations. Students then incorporate those pieces into creating a slide presentation that encapsulates the stories that they explored.</p>	<p>Muslims in America: http://projects.huffingtonpost.com/muslim-in-america</p>	<p>Rubric Key elements: Main ideas, evidence, analysis, editing</p>

Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary concepts:</p> <p>Civics SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <p>SS.CV.2.6-8.MC. Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</p> <p>SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p>SS.CV.4.6-8.MC. Critique deliberative processes used by a wide variety of groups in various settings.</p> <p>SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.</p> <p>SS.CV.6.6-8.MC: Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).</p>	<p>Students will be able to independently use their learning to understand their rights as U.S. citizens.</p>
	Meaning Goals
<p>Essential Question:</p> <p>How do governments protect or deny individuals' rights?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● Where do institutions get their authority to govern? ● What is the appropriate balance between order and freedom? Equality and individuality? ● What rights do the minority have in a society? ● What are the foundational values of the United States? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Constitutions establish limits and boundaries for governmental power. ● Governments determine the qualifications for citizenship and who may become a full member of society. ● Government has the power to uphold or suppress (refuse) equal rights. ● "When a government becomes destructive of [peoples' rights], it is the right of the people to alter or abolish it and institute a new government." (DOI)

Acquisition Goals	
<p>Geography SS.G.1.6-8.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.</p> <p>SS.G.2.6-8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>SS.G.4.6-8.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.</p> <p>Economics SS.EC.2.6-8.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> <p>SS.EC.FL.2.6-8.MC. Analyze the relationship between financial risks and protection, insurance and costs.</p> <p>History SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Revolutionary War <ul style="list-style-type: none"> ○ Taxation ○ Protesting ○ Debt ○ Key figures ○ Patriots and Loyalists ○ Declaration of Independence ○ Key Battles ○ Alliances ● Slavery <ul style="list-style-type: none"> ○ Middle Passage ○ Triangle Trade ○ Plantations ○ Slave Life ○ Dehumanization ○ Rebellions and escapes- Underground Railroad ● Constitution <ul style="list-style-type: none"> ○ Powers ○ Checks and Balances ○ Federalism ○ Legislative Branch <ul style="list-style-type: none"> ■ House ■ Senate ■ Bills ○ Executive Branch <ul style="list-style-type: none"> ■ President ■ VP ■ Cabinet Departments ■ Electoral College
	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying circumstances where individual rights are infringed upon. ● Practicing and modeling appropriate citizenship habits. ● Analyzing the powers and limits of the United States Constitution. ● Applying the civic virtues and democratic principles in a simulation of government procedures. ● Evaluating the justifications for expansion and oppression.

SS.H.2.6-8.MC. Analyze how people’s perspectives influenced what information is available in the historical sources they created.

SS.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

Inquiry skills facilitating the learning of disciplinary concepts:

SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.

SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.

SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.

SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.

SS.IS.5.6-8.LC: Appropriately cite all sources utilized.

- Judicial Branch
 - Supreme Court
 - Judicial Review
 - Court System
 - Civil vs Criminal
 - Trial vs Appellate
 - Judges, Juries, Lawyers, etc.
- Amendments
 - Bill of Rights
 - Process of
 - Expansion of rights
 - Reconstruction Amendments
- Westward Expansion
 - Manifest Destiny
 - Impact on Natives
 - Sectionalism
 - Lewis and Clark
 - Railroad
- Native Americans
 - Trail of Tears
 - Frontier Conflicts
 - Sovereign vs part of US
 - Reservations
- Reconstruction
 - Jim Crow
 - Plessy vs Ferguson
 - Poll taxes and Literacy Tests
 - KKK
 - Sharecropping
 - Reconstruction Amendments
- Imperialism
 - Expansion
 - Spanish American War

<p>SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p> <p>SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).</p> <p>SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.</p>	<ul style="list-style-type: none"> ○ Hawaii and Alaska ○ Manifest Destiny ○ Philippines ○ Isolationists ● Progressive Era <ul style="list-style-type: none"> ○ Key figures ○ Suffrage movement ○ Labor vs capital ○ Schooling ○ Environment ○ Sherman Anti-Trust Act ○ Muckrakers 	
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Learning Plan <i>Summary of Key Learning Events and Instruction</i>		
Inquiry/Activity Description	Resources/Materials	Performance Task
<p>Town Hall Meeting on Independence Students are given identity cards of real Americans' views on the topic, and debate whether to declare independence from England. A number of students adopt views of the patriot side, a number represent the loyalist side, and a number portray neutral colonists. Students then research their historical figure, develop debate points for how that person would feel about independence, create visual broadside posters to advocate for their side, and then participate in a back and forth debate in which the patriot and loyalist sides attempt to convince the neutral figures to support their cause.</p>	<p>History Alive Supplemental Materials</p>	<p>Students are evaluated on the propaganda they create (visual and quote) and their participation in the debate, along with the persuasive quality of prepared points and materials.</p>

Desired Results	
<u>Illinois Social Science Standards</u>	Transfer Goal
Disciplinary concepts:	Students will be able to independently use their learning to know they have a voice, and are empowered to hold government accountable.
Civics	Meaning Goals
<p>SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <p>SS.CV.2.6-8.MC. Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</p> <p>SS.CV.5.6-8.LC; Mdc; MC : Apply civic virtues and democratic principles in school and community settings.</p>	<p>Essential Question:</p> <p>What are the consequences if government fails in its responsibilities?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What are the rights, rules, and responsibilities of citizenship/membership? ● What is the role of authorities in protecting people from violence and injustice? ● What recourse do citizens have when government is not responsive to their needs?
Geography	<p>Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Protest, unrest, civil disobedience, voting, revolution will be likely outcomes. ● Fracturing of society between pro- and anti-government factions. ● Increased conflict resulting in individuals having to make choices about who they are and whether they should act.
<p>SS.G.1.6-8.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.</p> <p>SS.G.2.6-8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>SS.G.3.6-8.MC. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p>	

Acquisition Goals		
<p>SS.G.4.6-8.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.</p> <p>Economics SS.EC.1.6-8.MC: Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p> <p>SS.EC.2.6-8.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> <p>SS.EC.3.6-8.MC. Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.</p> <p>SS.EC.FL.1.6-8.MC. Describe the connection between credit, credit options, and interest and credit history.</p> <p>SS.EC.FL.2.6-8.MC. Analyze the relationship between financial risks and protection, insurance and costs.</p> <p>History SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● American Revolution <ul style="list-style-type: none"> ○ Taxation ○ Protesting ○ Debt ○ Key figures ○ Patriots and Loyalists ○ Declaration of Independence ○ Key Battles ○ Alliances ● U.S. Constitution <ul style="list-style-type: none"> ○ Powers ○ Checks and Balances ○ Federalism ○ Legislative Branch <ul style="list-style-type: none"> ■ House ■ Senate ■ Bills ○ Executive Branch <ul style="list-style-type: none"> ■ President ■ VP ■ Cabinet Departments ■ Electoral College ○ Judicial Branch <ul style="list-style-type: none"> ■ Supreme Court ■ Judicial Review ■ Court System ■ Civil vs Criminal ■ Trial vs Appellate 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Comparing different economic and political structures. ● Critiquing the continued justification for slavery. ● Evaluating the appropriate level of government involvement in daily life. ● Synthesizing arguments for and against American expansion by using visual or creative forms. ● Exploring how changes in supply and demand cause changes in prices and quantities of goods and services during the Great Depression. ● Analyzing how the environmental characteristics of places and production of goods influence patterns of world trade.

<p>SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.</p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <p>SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.</p> <p>SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.</p> <p>SS.IS.5.6-8.LC: Appropriately cite all sources utilized.</p> <p>SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p> <p>SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).</p>	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Judges, Juries, Lawyers, etc. ○ Amendments <ul style="list-style-type: none"> ■ Bill of Rights ■ Process of ■ Expansion of rights ■ Reconstruction Amendments ● Civil War <ul style="list-style-type: none"> ○ Union vs Confederacy ○ Abolitionists ○ Emancipation Proclamation ○ Abraham Lincoln ○ Key figures ○ Key battles ○ North vs South economy ● Reconstruction <ul style="list-style-type: none"> ○ Jim Crow ○ Plessy vs Ferguson ○ Poll taxes and Literacy Tests ○ KKK ○ Sharecropping ○ Reconstruction Amendments ● Imperialism <ul style="list-style-type: none"> ○ Expansion ○ Spanish American War ○ Hawaii and Alaska ○ Manifest Destiny ○ Philippines ○ Isolationists 	
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SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

- Progressive Era
 - Key figures
 - Suffrage movement
 - Labor vs capital
 - Schooling
 - Environment
 - Sherman Anti-Trust Act
 - Muckrakers
- Great Depression
 - Stock Market
 - New Deal
 - Government vs individual responsibility
 - Social Security
 - WPA
 - CCC
 - Insurance
 - Speculation/Margins/Returns
 - Credit
- Civil Rights
 - Segregation
 - Jim Crow
 - Nonviolent protest
 - Brown vs Board of Education
 - Little Rock Nine
 - Integration - Military/Schools/Transportation/Sports
 - Key figures
 - 24th amendment
 - Civil Rights Act/Voting Rights Act

Learning Plan
Summary of Key Learning Events and Instruction

Inquiry/Activity Description	Resources/Materials	Performance Task
<p>Changing Role of Government Essay Students examine whether FDR’s response to the Great Depression, namely his creation of welfare programs using federal tax dollars, was appropriate, and whether these welfare programs should continue to operate using federal tax dollars. This assignment requires both historical and modern research, ties in a basic understanding of government funding and budgeting, and develops students’ argumentative writing as a supplement to language arts instruction. Students must have a thesis, topic sentences, support for their claims, and analysis that logically explains their thinking</p>	<p>History Alive 28.1-28.5 Supplemental articles Independent research</p>	<p>Rubric Key elements: Topic sentences, Evidence, Analysis, Organization, Editing</p>

Desired Results	
<u>Illinois Social Science Standards</u>	Transfer Goal
<p>Disciplinary concepts:</p> <p>Civics SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <p>SS.CV.2.6-8.MC. Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</p> <p>SS.CV.5.6-8.LC; Mdc; MC : Apply civic virtues and democratic principles in school and community settings.</p> <p>Geography SS.G.2.6-8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>SS.G.3.6-8.MC. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p>	<p>Students will be able to independently use their learning to treat others with dignity and compassion, and further the cause of justice in the world.</p>
	Meaning Goals
<p>Essential Question:</p> <p>What do we owe to each other as humans and fellow citizens?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● How have the responsibilities Americans owe to each other changed over time? ● What have we come to understand about what we owe to each other as human beings? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The rights outlined in the Declaration of Independence and the Constitution have expanded to cover additional populations over time, and continue today. ● All people deserve the same human rights. ● Both governments and individuals are responsible for ensuring human rights. ● Striking the right balance between government involvement and individual responsibility continues to be a source of debate.

Acquisition Goals	
<p>SS.G.4.6-8.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.</p> <p>Economics SS.EC.1.6-8.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p> <p>SS.EC.2.6-8.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> <p>SS.EC.3.6-8.MC. Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.</p> <p>SS.EC.FL.1.6-8.MC. Describe the connection between credit, credit options, and interest and credit history.</p> <p>SS.EC.FL.2.6-8.MC. Analyze the relationship between financial risks and protection, insurance and costs.</p> <p>History SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<p>Knowledge <i>Students will Know...</i></p> <ul style="list-style-type: none"> ● Bill of Rights <ul style="list-style-type: none"> ○ Limitations of freedoms ○ Five Freedoms ○ Balance of freedom vs security ● Immigration <ul style="list-style-type: none"> ○ Ellis Island/Angel Island ○ Stereotypes ○ Factors behind migration ○ Naturalization process ○ Asylum ○ Quota systems ○ Refugees ● Progressive Era <ul style="list-style-type: none"> ○ Key figures ○ Suffrage movement ○ Labor vs capital ○ Schooling ○ Environment ○ Sherman Anti-Trust Act ○ Muckrakers ● Great Depression <ul style="list-style-type: none"> ○ Stock Market ○ New Deal ○ Government vs individual responsibility <ul style="list-style-type: none"> ■ Social Security ■ WPA ■ CCC ○ Insurance ○ Speculation/Margins/Returns
	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Developing claims and counterclaims regarding the balance between freedom and security. ● Examining America’s immigration policy, historically and in present day. ● Exploring the power of the individual, political parties, interest groups, and the media in advancing rights. ● Questioning the factors that lead to state-driven oppression. ● Developing claim and counterclaims for governmental intervention.

<p>SS.H.2.6-8.MC. Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p> <p>SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.</p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <p>SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.</p> <p>SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.</p> <p>SS.IS.5.6-8.LC: Appropriately cite all sources utilized.</p> <p>SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p>	<ul style="list-style-type: none"> ○ Credit ● Genocide <ul style="list-style-type: none"> ○ Holocaust ○ Current issues ○ Armenia/Cambodia/Rwanda/etc. ○ Systematic Killing ● Civil Rights <ul style="list-style-type: none"> ○ Segregation ○ Jim Crow ○ Nonviolent protest ○ Brown vs Board of Education ○ Little Rock Nine ○ Integration - Military/Schools/Transportation/Sports ○ Key figures ○ 24th amendment ○ Civil Rights Act/Voting Rights Act ○ Disability Awareness 	
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<p>SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).</p> <p>SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.</p>		
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<p style="text-align: center;">Learning Plan <i>Summary of Key Learning Events and Instruction</i></p>		
<p style="text-align: center;">Inquiry/Activity Description</p>	<p style="text-align: center;">Resources/Materials</p>	<p style="text-align: center;">Performance Task</p>
<p><u>Universal Declaration of Human Rights</u> Students research a UDHR right that they see either being violated in the world, or a right that needs to be bolstered domestically. In the This I Believe speech they demonstrate why the right is important and how they can make an impact on the problem that they explore. The change might be a PSA, a social media campaign, a fund-raiser, or another idea of their choosing. Students then view presentations of their classmates and offer feedback.</p>	<p>UDHR PSAs</p>	<p><i>This I Believe</i> style multimedia presentation with accompanying rubric</p>

Desired Results	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary concepts:</p> <p>Civics SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <p>SS.CV.2.6-8.MC. Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</p> <p>SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p>SS.CV.4.6-8.MC. Critique deliberative processes used by a wide variety of groups in various settings.</p> <p>SS.CV.5.6-8.LC; MdC; MC: Apply civic virtues and democratic principles in school and community settings.</p> <p>Geography SS.G.1.6-8.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.</p>	<p>Students will be able to independently use their learning to develop an awareness of the interconnectedness of all people and nations.</p>
	Meaning Goals
<p>Essential Question:</p> <p>How has globalization impacted people’s lives?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What are the consequences and trends related to global trade? ● Why should I care about the global economy? ● What is the role of global powers in an interdependent world? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Global trade has large political and financial impacts. ● Events such as outsourcing, prices of goods, and availability of materials, impact individual Americans. ● Global powers have responsibilities to negotiate, effectively distribute resources, and moderate conflicts.

Acquisition Goals	
<p>SS.G.2.6-8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>SS.G.3.6-8.MC. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p> <p>SS.G.4.6-8.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.</p> <p>Economics SS.EC.1.6-8.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p> <p>SS.EC.2.6-8.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> <p>SS.EC.3.6-8.MC. Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.</p> <p>SS.EC.FL.2.6-8.MC. Analyze the relationship between financial risks and protection, insurance and costs.</p>	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Refugees - SEE Immigration ● Imperialism <ul style="list-style-type: none"> ○ Expansion ○ Spanish American War ○ Hawaii and Alaska ○ Manifest Destiny ○ Philippines ○ Isolationists ○ Colonization ● World War 2 <ul style="list-style-type: none"> ○ Key powers and figures ○ Fascism, totalitarianism, dictatorship, and communism ○ Total warfare ○ Theaters of war ○ Technology and war ○ Internment and oppression ○ Weapons of mass destruction ● Cold War <ul style="list-style-type: none"> ○ Proxy wars ○ Communism vs capitalism ○ Domino Theory and Truman Doctrine ○ Red Scare and McCarthyism ○ Korea/Vietnam ○ Cuban Missile Crisis ○ Berlin Wall/Iron Curtain ○ Mutually Assured Destruction <p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Developing claim and counterclaim about the effects of globalization in today's world. ● Asking essential and focusing questions that will lead to independent research into aspects of World War 2. ● Presenting arguments and explanations that would appeal to wider audiences about justifications for major decisions and alternatives in the Cold War. ● Evaluating alternative approaches or solutions to current economic issues such as free trade and outsourcing in terms of benefits and costs for different groups and society as a whole. ● Evaluating the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation in regards to increasing scarcity of natural resources.

<p>History</p> <p>SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>SS.H.2.6-8.MC. Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p> <p>SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past.</p> <p>Inquiry skills facilitating the learning of disciplinary concepts:</p> <p>SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.</p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <p>SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.</p> <p>SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.</p> <p>SS.IS.5.6-8.LC: Appropriately cite all sources utilized.</p>	<ul style="list-style-type: none"> ● Terrorism <ul style="list-style-type: none"> ○ 9/11/2001 ○ Key figures ○ Key groups ○ Domestic vs international ○ Radicalization ○ Homeland Security ○ Privacy vs Security ● Global Trade <ul style="list-style-type: none"> ○ Scarcity ○ Tariffs ○ Free Trade vs Isolationism ○ Outsourcing ○ Natural Resources and Geography ● Environmentalism <ul style="list-style-type: none"> ○ Climate Change ○ Nonrenewable resources ○ Waste disposal ○ Collective vs individual habits ○ Relation between food chain and climate ○ Energy Production ○ Mass Extinction 	
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<p>SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p> <p>SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).</p> <p>SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.</p>		
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<p style="text-align: center;">Learning Plan <i>Summary of Key Learning Events and Instruction</i></p>		
<p style="text-align: center;">Inquiry/Activity Description</p>	<p style="text-align: center;">Resources/Materials</p>	<p style="text-align: center;">Performance Task</p>
<p>World War 2 Learning Stations Students progress through a number of analysis activities to better understand the human side of war by exploring World War 2 through graphic novels, magazines and newspapers, political cartoons, Choose your own adventure books, photography, and other media.</p>	<ul style="list-style-type: none"> ● World War 2 Learning Station Materials ● Nystrom Atlas ● WW2 Photograph ● WW2 Political Cartoons ● Period newspapers ● LIFE and TIME magazines ● Codetalkers graphic novel ● Homefront/Infantry/Pilot/Spy Choose your Own Adventure Books 	<p>Written Analysis of each piece based on provided prompts</p>

Desired Result	
Illinois Social Science Standards	Transfer Goal
<p>Disciplinary concepts:</p> <p>Civics SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <p>SS.CV.2.6-8.MC. Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</p> <p>SS.CV.5.6-8.LC; MC: Apply civic virtues and democratic principles in school and community settings.</p> <p>SS.CV.6.6-8.MC: Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).</p> <p>Geography SS.G.1.6-8.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.</p>	<p>Students will be able to independently use their learning to recognize their current and future potential to be change-makers.</p>
	Meaning Goals
<p>Essential Question:</p> <p>How can I help make the world better?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What are the major challenges facing people today? ● How have difference makers historically achieved their goals? ● What are the traits of difference makers? ● What is the current status of historical issues? 	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Addressing major challenges can be achieved through individual actions, collective will, popular movements, etc. ● Difference makers achieve their goals through a variety of strategies and tactics to affect change. ● Difference makers are upstanders.

Acquisition Goals		
<p>SS.G.2.6-8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>SS.G.3.6-8.MC. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p> <p>Economics SS.EC.1.6-8.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p> <p>SS.EC.2.6-8.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> <p>SS.EC.3.6-8.MC. Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.</p> <p>History SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Refugees - See Immigration ● Upstanders <ul style="list-style-type: none"> ○ Key historical figures ○ Key modern figures ● Current Events ● American Dream ● Progressive Era <ul style="list-style-type: none"> ○ Key figures ○ Suffrage movement ○ Labor vs capital ○ Schooling ○ Environment ○ Sherman Anti-Trust Act ○ Muckrakers ● Civil Rights Movement <ul style="list-style-type: none"> ○ Segregation ○ Jim Crow ○ Nonviolent protest ○ Brown vs Board of Education ○ Little Rock Nine ○ Integration - Military/Schools/Transportation/Sports ○ Key figures ○ 24th amendment ○ Civil Rights Act/Voting Rights Act 	<p>Skills <i>Students will become skilled at...</i></p> <ul style="list-style-type: none"> ● Creating essential questions to help guide inquiry about a problem that the student can help address. ● Presenting arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media to inform and persuade others to take action. ● Determining sources representing multiple points of view that will assist in organizing a research plan about a current issue. ● Identifying and appealing to stakeholders to address problems past and present. ● Gathering relevant information from credible sources for current issues and determine whether they support each other.

SS.H.2.6-8.MC. Analyze how people’s perspectives influenced what information is available in the historical sources they created.

SS.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

Inquiry skills facilitating the learning of disciplinary concepts:

SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.

SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.

SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.

SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.

SS.IS.5.6-8.LC: Appropriately cite all sources utilized.

SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.

<p>SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).</p> <p>SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.</p>		
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<p style="text-align: center;">Learning Plan <i>Summary of Key Learning Events and Instruction</i></p>		
<p style="text-align: center;">Inquiry/Activity Description</p>	<p style="text-align: center;">Resources/Materials</p>	<p style="text-align: center;">Performance Task</p>
<p>Progressive Era Award Show Students will research notable figures from the Progressive Era and investigate what a change agent is. After identifying change agents in the past, and the characteristics of a change agent, students will be the change themselves. Students will investigate and research an problem in the world and actively create an action plan to implement. Students will be real world problem solvers and contribute to an improved community, locally and at large.</p>	<p>Newsela articles on Progressives and Change Makers</p> <p>Crash Course video</p> <p>Discovery Ed</p> <p>Textbook</p> <p>Internet Research</p>	<p>Students create presentations that demonstrate their knowledge of what a progressive is and also tackle an issue in the world today.</p>