

# Kindergarten

## Developing Questions and Planning Inquiries

1. Create questions to help guide inquiry about a topic with guidance from adults and/or peers
2. Explore facts from various sources that can be used to answer the developed questions.

## Evaluating Sources and Using Evidence

1. Gather information from one or two sources with guidance and support from adults and/or peers.
2. Evaluate a source by distinguishing between fact and opinion.

## Communicating Conclusions and Taking Informed Action

1. Ask and answer questions about arguments and explanations.
2. Use listening, consensus building, and voting procedures to decide on and take action in their classroom.

## STANDARDS

### CIVICS

**K 1.1 Describe roles and responsibilities of people in authority.**

A. School & parish communities

Ex. Pastor, principal, school staff

**K 1.2 Explain the need for and purposes of rules in various settings, inside and outside of the school.**

A. School, police department, fire department & home

Ex. classroom & safety

### GEOGRAPHY

**K 2.1 Explain how weather, climate, and other environmental characteristics affect people's lives.**

A. Landforms

Ex. oceans, mountains, rivers etc.

B. Weather & climate

Ex. Daily observation, seasons

**K 2.2 Identify and explain how people and goods move from place to place.**

A. Methods of transportation

Ex. Automobiles, trains, planes & ships

### ECONOMICS and FINANCIAL LITERACY

**K 3.1 Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).**

A. Goods vs services

Ex. Purchased items & occupations

B. Needs vs wants

Ex. Food, clothing, shelter & electronics

C. Saving vs. spending

Ex. Money, rewards etc.

### HISTORY

**K 4.1 Compare life in the past with life today.**

A. Cultures of United States

Ex. Pilgrims & native Americans

B. Symbols of United States

Ex. U.S. flag & bald Eagle, White House, Washington Mounment

**K 4.2 Explain the significance of our national holidays and the heroism and achievements of the people associated with them.**

A. Holidays

Ex. Columbus Day, Presidents' Day, Veterans' Day, Labor Day

B. People

Ex. Christopher Columbus, Betsy Ross, George Washington

# First Grade

## Developing Questions and Planning Inquiries

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## Evaluating Sources and Using Evidence

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2. Evaluate a source by distinguishing between fact and opinion.

## Communicating Conclusions and Taking Informed Action

1. Ask and answer questions about arguments and explanations.
2. Use listening, consensus building, and voting procedures to decide on and take action in their classroom.

# STANDARDS

## CIVICS

**1 1.1 Explain how all people, not just official leaders, play important roles in a community.**

Ex. business owners, farmers & doctors

**1 1.2 Identify and explain how rules function in various settings, inside and outside of the school.**

A. School & Parish communities

Ex. Safety rules, good sportmanship, etc.

## GEOGRAPHY

**1 2.1 Construct and interpret maps and other representations to navigate a familiar place.**

A. Map key, directions, globe

Ex. school, home, evacuation, compass rose

## ECONOMICS and FINANCIAL LITERACY

**1 3.1 Explain and give examples of when choices are made that something else is given up.**

A. Goods vs services

Ex. Purchased items & occupations

B. Needs vs wants

Ex. Food, clothing, shelter & electronics

C. Saving vs. spending

Ex. Money, rewards etc.

**1 3.2 Describe the skills and knowledge required to produce certain goods and services.**

A. Occupations

Ex. doctors, farmers, construction ect.

**1 3.3 Explain how people earn pay or income in exchange for work.**

Ex. Allowance, incentives etc.

## HISTORY

**1 4.1 Create a chronological sequence of multiple events.**

A. Timelines

**1 4.2 Describe individuals and groups who have shaped a significant historical change.**

A. Cultures of United States

Ex. Pioneers

B. Symbols of United States

Ex. Statue of Liberty, Liberty Bell, Mount Rushmore, Lincoln Memorial

**1 4.3 Compare perspectives of people in the past to those of people in the present**

A. Holidays

Ex. First Thanksgiving, MLK, president's day

B. People

Ex. Lincoln, MLK, George Washington, Pope, current president

# Second Grade

## Developing Questions and Planning Inquiries

1. Create questions to help guide inquiry about a topic with guidance from adults and/or peers
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## Evaluating Sources and Using Evidence

1. Gather information from one or two sources with guidance and support from adults and/or peers.
2. Evaluate a source by distinguishing between fact and opinion.

## Communicating Conclusions and Taking Informed Action

1. Ask and answer questions about arguments and explanations.
2. Use listening, consensus building, and voting procedures to decide on and take action in their classroom.

# STANDARDS

## CIVICS

### 2 1.1 Explain what governments are and some of their functions.

- A. State & federal government      Ex. making and enforcing laws, protecting citizens, and collecting taxes

### 2 1.2 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

- A. Elections & voting      Ex. Councils, committees etc.

## GEOGRAPHY

### 2 2.1 Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.

- A. Map key, directions, globe      Ex. School, home, evacuation, compass rose

### 2 2.2 Identify some cultural and environmental characteristics of your community and compare to other places.

### 2 2.3 Explain how people in your community use local and distant environments to meet their daily needs.

- Ex. Rural vs urban, farming vs manufacturing

## ECONOMICS and FINANCIAL LITERACY

### 2 3.1 Demonstrate how our choices can affect ourselves and others in positive and negative ways.

### 2 3.2 Explain the role of money in making exchange easier.

- Ex. Bartering vs Currency

### 2 3.3 Compare the goods and services that people in the local community produce and those that are produced in other communities.

### 2 3.4 Explain that money can be saved or spent on goods and services.

## HISTORY

### 2 4.1 Summarize changes that have occurred in the local community over time.

### 2 4.2 Compare individuals and groups who have shaped a significant historical change.

- A. Cultures of United States      Ex. Pilgrims & Native Americans, Immigrants  
B. People      Ex. Ceasar Chavez, Harriet Tubman, Saint Mother Teresa  
C. Holidays      Ex. Patriots Day, Labor Day, Memorial Day

### 2 4.3 Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.

- A. Symbols of United States      Ex. Ellis Island, Capitol Building, 911 Memorials

# Third Grade

## Developing Questions and Planning Inquiries

1. Develop essential questions and explain the importance of the questions to self and others.
2. Create supporting questions to help answer essential questions in an inquiry.
3. Determine sources representing multiple points of view that will assist in answering essential questions.

## Evaluating Sources and Using Evidence

1. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
2. Develop claims using evidence from multiple sources to answer essential questions.

## Communicating Conclusions and Taking Informed Action

1. Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
2. Identify a range of local problems and some ways in which people are trying to address these problems.
3. Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.

# STANDARDS

## CIVICS

**3 1.1 Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.**

A. Government Services

Ex: Police, Fire, Postal Service, Snow Plowing, Trash

B. Service Projects

Ex: Scouts, Heritage Girls, Saint Vincent de Paul, Volunteer Organizations

**3 1.2 Explain how groups of people make rules to create responsibilities and protect freedoms.**

A. Local Government

Ex: Mayor, Village President, Councils, School Boards

**3 1.3 Compare procedures for making decisions in the classroom, school and community.**

A. Principal, Pastor, Teacher

Ex: Recess rules, Lunchroom rules, Classroom rules, Church rules

**3 1.4 Describe how people have tried to improve their communities over time.**

A. Community

Ex: Neighborhood Watch, current events in your community

B. History

Ex: Rosa Parks, Presidents, current events in the state or U.S.

## GEOGRAPHY

**3 2.1 Locate major landforms and bodies of water on a map or other representation.**

A. World Map

Ex: Continents, Oceans, Lattitude and Longitude, Using the compass rose, types of landforms

**3 2.2 Compare how people modify and adapt to the environment and culture in our community to other places.**

A. Migration and Settlement Patterns

Ex: Exploration and adaptations to new areas (ie: when the colonists first came over and had to learn what resources were available)

**3 2.3 Show how consumption of products connects people to distant places.**

A. Resources of Countries

Ex: Oil supplies, Import and Export, Produce available

## ECONOMICS and FINANCIAL LITERACY

**3 3.1 Compare the goods and services that people in the local community produce and those that are produced in other communities.**

A. Consumers and Producers

Ex: Oranges from Florida, Idaho Potatoes

**3 3.2 Generate examples of the goods and services that governments provide.**

Ex: Police, Fire, Library, Park District

**3 3.3 Describe the role of banks and other financial institutions in an economy.**

Ex: Lending, Borrowing and Saving

**3 3.4 Explain that when people borrow, they receive something of value now and agree to repay the lender over time.**

Ex: Loans, Mortgage, Credit Cards

#### **HISTORY**

**3 4.1 Create and use a chronological sequence of events.**

Ex: Timelines

**3 4.2 Describe how significant people, events, and developments have shaped their own community and region.**

A. Cultures

Ex: Midwest Region, Local Community

C. Holidays

Ex: Presidents Day, Columbus Day

D. People

Ex: Rosa Parks, Ponce de Leon, Early Explorers (Columbus, Magellan, etc.)

**3 4.3 Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.**

Ex: Declaration of Independence

*revised 2019*

# Fourth Grade

## Developing Questions and Planning Inquiries

1. Develop essential questions and explain the importance of the questions to self and others.
2. Create supporting questions to help answer essential questions in an inquiry.
3. Determine sources representing multiple points of view that will assist in answering essential questions.

## Evaluating Sources and Using Evidence

1. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
2. Develop claims using evidence from multiple sources to answer essential questions.

## Communicating Conclusions and Taking Informed Action

1. Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
2. Identify a range of local problems and some ways in which people are trying to address these problems.
3. Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.

# STANDARDS

## CIVICS

### 4 1.1 Distinguish the responsibilities and powers of government officials at the local, state, and national levels.

A: State and Federal

Ex: three branches, three levels of government, how the state and federal government are structured in a similar way

### 4 1.2 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

Ex: Voting, Elections, Campaigns

### 4 1.3 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.

A: Civic Virtues

Ex: Virtue of the Month programs

B: Democratic Principles

Ex: May be discussed in conjunction with religion curriculum

### 4 1.4 Explain how rules and laws change society and how people change rules and laws in Illinois.

Ex: Changes to school handbooks, New list of laws on Jan. 1st, Technology changes law, cell phone laws, Sept. 11th changed security at airports

## GEOGRAPHY

### 4 2.1 Construct and interpret maps of Illinois and the United States using various media.

A. Types of Maps

Ex: Political, Elevation, Climate, Product, Road, Population, Historical,

B: Regions

Ex: 5 Regions of the U.S.

### 4 2.2 Analyze how the cultural and environmental characteristics of places in Illinois change over time.

Ex: Rural vs. Urban, wind energy, changing agriculture, switching river in Chicago

### 4 2.3 Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.

Ex: Railroads, Commuting to jobs, current events (such as a new business coming to the area)

## ECONOMICS and FINANCIAL LITERACY

### 4 3.1 Explain how profits reward and influence sellers.

Ex: products get retired (no more ipods, just iphones), companies make products smaller but keep price (less cookies in a box), use "The Lemonade War" as a class book

**4 3.2 Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).**

Ex: tools and machines, farming, assembly line (Henry Ford)

**4 3.3 Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).**

Ex: Advertising, peer pressure, having multiple manufacturers for the same product

**4 3.4 Explain that income can be saved, spent on good and services, or used to pay taxes.**

Ex: allowance, donations to causes, savings, taxes must be paid on income

## **HISTORY**

**4 4.1 Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.**

Ex: Use biographies in same time period, Colonies vs. England, Colonies vs Native Americans

**4 4.2 Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.**

**A. Artifacts and Primary Sources**

Ex: Illinois Constitution (3 branches), Old Maps of Illinois, state bird, state flag, etc.

**B. People**

Ex: Abraham Lincoln, Barack Obama, Ronald Reagan, Famous Illinoisans

**4 4.3 Explain probable causes and effects of events and developments in Illinois history.**

Ex: Timeline of events, Great Chicago Fire, skyscrapers (Willis Tower), Stockyards, location of state government (Springfield),

# Fifth Grade

## Developing Questions and Planning Inquiries

1. Develop essential questions and explain the importance of the questions to self and others.
2. Create supporting questions to help answer essential questions in an inquiry.
3. Determine sources representing multiple points of view that will assist in answering essential questions.

## Evaluating Sources and Using Evidence

1. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
2. Develop claims using evidence from multiple sources to answer essential questions.

## Communicating Conclusions and Taking Informed Action

1. Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
2. Identify a range of local problems and some ways in which people are trying to address these problems.
3. Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.

# STANDARDS

## CIVICS

- 5 1.1 Distinguish the responsibilities and powers of government official at various levels of early American governments and in different times and places.
- 5 1.2 Examine the origins and purposes of rules, laws, and early American governments.
- 5 1.3 Compare the origins, functions and structure of different systems of government.
- 5 1.4 Explain how policies are developed to address public problems.

## GEOGRAPHY

- 5 2.1 Investigate how the cultural and environmental characteristics of places within the Americas change over time.
- 5 2.2 Describe how humans have utilized natural resources in the Americas.
- 5 2.3 Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.
- 5 2.4 Compare the environmental characteristics of the Americas to other world regions.

## ECONOMICS and FINANCIAL LITERACY

- 5 3.1 Analyze why and how individuals, businesses, and nations around the world specialize and trade.
- 5 3.2 Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence a nation's economy.
- 5 3.3 Determine the ways in which the government pays for the goods and services it provides.
- 5 3.4 Explain that interest is the price the borrower pays for using someone else's money.

## HISTORY

- 5 4.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5 4.2 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.
- 5 4.3 Explain probable causes and effects of events and developments in the early Americas.

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## GRADE 5 - UNITS OF STUDY

1. **The First Americans:** This unit discusses the early migration to America, how people survived in an ice age, climographs, mound builders, cliff dwellers, the people of the North, and the Mayan, Aztec, and Incan Empires. Include landforms created by the ice age and the Andes Mountains.
2. **Native Americans:** This unit discusses Native American groups, regions Also covered are what life and people are like on the Great Plains, in the Southwest Desert, and in the Northwest Coast. Include the Indians found in the State of Illinois.



## **GRADE 5 - UNITS OF STUDY**

3. **European Discovery of the New World:** This unit discusses the discovery of the New World, the Columbian Exchange, explorers, latitude and longitude, the Conquistadors and New Spain, the search for gold, and the society and slavery in New Spain. Include the Vikings, the Spanish and Portugese with this unit.

4 **Other European Colonization:** This unit covers the lost colony, England's competition with Spain, Virginia and Jamestown, and French and Dutch colonization. The Pilgrims colonization, the Massachusetts Bay Colony, the 13 colonies, the New England, Middle, and Southern Colonies.

5. **Life in the English Colonies:** Discuss life in the English Colonies, including young workers, colonial economies, early trade routes, cities, and schools, Northern and Southern towns, The Great Awakening, no freedom of the press, slavery and the plantation, and the African resistance.

6. **American Geography:** Interject where appropriate in other units. Cover major landforms in North, Central, and South America, major bodies of water and include mountains and deserts on these continents.

## Sixth Grade

### Inquiry Skills

#### Developing Questions and Planning Inquiries

|                                   |  |
|-----------------------------------|--|
| Constructing Essential Questions  | <b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.  |
| Constructing Supporting Questions | <b>SS.IS.2.6-8:</b> Ask essential and focusing questions that will lead to independent research.                           |
| Determining Helpful Sources       | <b>SS.IS.3.6-8:</b> Determine sources representing multiple points of view that will assist in organizing a research plan. |

#### Evaluating Sources and Using Evidence

|                                      |  |
|--------------------------------------|--|
| Gathering and Evaluating Sources     | <b>SS.IS.4.6:</b> Determine the value of sources by evaluating their relevance and intended use. |
| Developing Claims and Using Evidence | <b>SS.IS.5.6:</b> Appropriately cite all sources utilized.                                       |

#### Communicating Conclusions and Taking Informed Action

|                           |   |
|---------------------------|---|
| Communicating Conclusions | <b>SS.IS.6.6:</b> Construct arguments using claims and evidence from  |
| Critiquing Conclusions    | <b>SS.IS.7.6-8:</b> Critique the structure and credibility of arguments and explanations (self and others). |
| Taking Informed Action    | <b>SS.IS.8.6:</b> Analyze how a problem can manifest itself and the challenges and                          |

### Civics Standards

|  |   |
|--|---|
| Civic and Political Institutions   | <b>SS.CV.1.6:</b> Identify roles played by citizens of a civilization   |
|  | <b>SS.CV.2.6:</b> Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.            |
| Participation and Deliberation: Applying Civic Virtues and Democratic Principles | <b>SS.CV.3.6-8:</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.    |
|  | <b>SS.CV.4.6:</b> Explain the connection between interests and perspectives, civic virtues, and democratic principles when              |
| Processes, Rules, and Laws   | <b>SS.CV.6.6:</b> Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address. |

### Geography Standards

|   |  |
|---|--|
| Geographic Representations: Spatial Views of the World      | <b>SS.G.1.6:</b> Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment. |
| Human- Environment Interaction: Place, Regions, and Culture | <b>SS.G.2.6:</b> Explain how humans and their environment affect one another.  |
| Human Population: Spatial Patterns and Movements            | <b>SS.G.3.6:</b> Explain how environmental characteristics impact human migration and settlement.  |
| Global Interconnections: Changing Spatial Patterns          | <b>SS.G.4.6:</b> Identify how cultural and environmental characteristics vary among regions of the world.  |

### Economics and Financial Literacy Standards

|                                 |  |
|---------------------------------|--|
| Economic Decision Making        | <b>SS.EC.1.6:</b> Explain how economic decisions affect the well-being of individuals, businesses and society. |
| The National and Global Economy | <b>SS.EC.3.6:</b> Explain why standards of living increase as productivity improves.                           |

|  |   |
|--|---|
| <b>Financial Literacy</b>              | <b>SS.EC.FL.1.6:</b> Analyze the relationship between skills, education, jobs, and income.                      |
| <b>History Standards</b>               |   |
| <b>Change, Continuity, and Context</b> | <b>SS.H.1.6:</b> Classify series of historical events and developments as examples of change and/or continuity. |
| <b>Perspectives</b>                    | <b>SS.H.2.6:</b> Explain how and why perspectives of people have changed over time.                             |
| <b>Historical Sources and Evidence</b> | <b>SS.H.3.6:</b> Classify the kinds of historical sources used in secondary interpretation.                     |
| <b>Causation and Argumentation</b>     | <b>SS.H.4.6:</b> Explain multiple causes and effects of historical events.                                      |

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| <b><u>GRADE 6 WORLD HISTORY - UNITS OF STUDY</u></b>   |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Mesopotamia</li> <li>2. Egypt</li> <li>3. Greece</li> <li>4. Rome</li> <li>5. China/India</li> <li>6. Medieval Times</li> <li>7. Renaissance</li> <li>8. Reformation</li> <li>9. Unit on Geography:</li> </ol> <p>Continents; oceans; latitude; longitude; global address; hemispheres; and climate zones. Also learn about parts of a map; types of maps: physical, political, historical, and distribution</p> | <p><b><u>GEOGRAPHY</u></b></p> <p>Europe</p> <p>Asia</p> <p>Africa</p> <p>Oceania</p> <p>*Make sure to include relevant Geography of each unit so you can cover the above geography.</p> |

# Seventh Grade

## Inquiry Standards

### Developing Questions and Planning Inquiries

|  |  |
|--|--|
| <b>Constructing Essential Questions</b>  | <b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.  |
| <b>Constructing Supporting Questions</b> | <b>SS.IS.2.6-8:</b> Ask essential and focusing questions that will lead to independent research.                           |
| <b>Determining Helpful Sources</b>       | <b>SS.IS.3.6-8:</b> Determine sources representing multiple points of view that will assist in organizing a research plan. |

### Evaluating Sources and Using Evidence

|   |  |
|---|--|
| <b>Gathering and Evaluating Sources</b>     | <b>SS.IS.4.7:</b> Determine the credibility of sources based upon their origin, authority and context. |
| <b>Developing Claims and Using Evidence</b> | <b>SS.IS.5.7:</b> Identify evidence from multiple sources to support claims, noting its limitations.   |

### Communicating Conclusions and Taking Informed Action

|                                  |   |
|----------------------------------|---|
| <b>Communicating Conclusions</b> | <b>SS.IS.6.7:</b> Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses. |
| <b>Critiquing Conclusions</b>    | <b>SS.IS.7.6-8:</b> Critique the structure and credibility of arguments and explanations (self and others).   |
| <b>Taking Informed Action</b>    | <b>SS.IS.8.7:</b> Assess individual and collective capacities to take action to address problems and identify potential outcomes.                     |

## Civics Standards

|   |  |
|---|--|
| <b>Civic and Political Institutions</b>   | <b>SS.CV.1.7:</b> Describe the roles of political, civil and economic organizations in shaping people's lives.   |
|   | <b>SS.CV.2.7:</b> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.                    |
| <b>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</b> | <b>SS.CV.3.6-8:</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.   |
|   | <b>SS.CV.4.7:</b> Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system. |
|   | <b>SS.CV.5.7-8:</b> Apply civic virtues and democratic principles in school and community settings.  |
| <b>Processes, Rules, and Laws</b>   | <b>SS.CV.6.7:</b> Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.   |

## Geography Standards

|  |   |
|--|---|
| <b>Geographic Representations: Spatial Views of the World</b>      | <b>SS.G.1.7:</b> Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.                                  |
| <b>Human- Environment Interaction: Place, Regions, and Culture</b> | <b>SS.G2.7:</b> Compare and contrast the cultural and environmental characteristics of different places or regions.   |
| <b>Human Population: Spatial Patterns and Movements</b>            | <b>SS.G3.7:</b> Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture. |

|   |  |
|---|--|
| <b>Global Interconnections: Changing Spatial Patterns</b> | <b>SS.G.4.7:</b> Explain how global changes in population distribution patterns affect changes in land use.  |
| <b>Economics and Financial Literacy Standards</b>         |  |
| <b>Economic Decision Making</b>                           | <b>SS.EC.1.7:</b> Explain how external benefits and costs influence choices.   |
| <b>Exchange and Markets</b>                               | <b>SS.EC.2.7.A:</b> Analyze the role of innovation and entrepreneurship in a market economy.   |
|   | <b>SS.EC.2.7.B:</b> Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.   |
| <b>The National and Global Economy</b>                    | <b>SS.EC.3.7:</b> Explain barriers to trade and how those barriers influence trade among nations.  |
| <b>Financial Literacy</b>                                 | <b>SS.EC.FL.1.7:</b> Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates. |
|   | <b>SS.EC.FL.2.7A:</b> Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.  |
|   | <b>SS.EC.FL.2.7B:</b> Explain the correlation between investors, investment options (and associated risks), and income/wealth.   |
| <b>History Standards</b>                                  |  |
| <b>Change, Continuity, and Context</b>                    | <b>SS.H.1.7:</b> Analyze connections among events and developments in broader historical contexts.   |
| <b>Perspectives</b>                                       | <b>SS.H.2.7:</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.   |
| <b>Historical Sources and Evidence</b>                    | <b>SS.H.3.7:</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.                                      |
| <b>Causation and Argumentation</b>                        | <b>SS.H.4.7:</b> Compare the central historical arguments in secondary works across multiple media.  |

*revised 2019*

**GRADE 7 U.S. HISTORY - Colonization (Review) through Reconstruction**

\*\*Cover the U.S. Constitution and the Illinois Constitution due to covering the appropriate time periods.

## Eighth Grade

### Inquiry Standards

#### Developing Questions and Planning Inquiries

|  |  |
|--|--|
| <b>Constructing Essential Questions</b>  | <b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.  |
| <b>Constructing Supporting Questions</b> | <b>SS.IS.2.6-8:</b> Ask essential and focusing questions that will lead to independent research.                           |
| <b>Determining Helpful Sources</b>       | <b>SS.IS.3.6-8:</b> Determine sources representing multiple points of view that will assist in organizing a research plan. |

#### Evaluating Sources and Using Evidence

|   |  |
|---|--|
| <b>Gathering and Evaluating Sources</b>     | <b>SS.IS.4.8:</b> Gather relevant information from credible sources and determine whether they support each other. |
| <b>Developing Claims and Using Evidence</b> | <b>SS.IS.5.8:</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.       |

#### Communicating Conclusions and Taking Informed Action

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| <b>Communicating Conclusions</b> | <b>SS.IS.6.8:</b> Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media. |
| <b>Critiquing Conclusions</b>    | <b>SS.IS.7.6-8:</b> Critique the structure and credibility of arguments and explanations (self and others).                                    |
| <b>Taking Informed Action</b>    | <b>SS.IS.8.8:</b> Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts. |

### Civics Standards

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| <b>Civic and Political Institutions</b>   | <b>SS.CV.1.8:</b> Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.  |
|   | <b>SS.CV.2.8:</b> Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.                  |
| <b>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</b> | <b>SS.CV.3.8:</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.  |
|   | <b>SS.CV.4.8:</b> Critique deliberative processes used by a wide variety of groups in various settings.   |
|   | <b>SS.CV.5.7-8:</b> Apply civic virtues and democratic principles in school and community settings.   |
| <b>Processes, Rules, and Laws</b>   | <b>SS.CV.6.6-8.MC:</b> Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government). |

### Geography Standards

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| <b>Geographic Representations: Spatial Views of the World</b>      | <b>SS.G.1.8:</b> Construct different representations to explain the spatial patterns of cultural and environmental characteristics.                   |
| <b>Human- Environment Interaction: Place, Regions, and Culture</b> | <b>SS.G.2.8:</b> Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places. |

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| <b>Human Population: Spatial Patterns and Movements</b>   | <b>SS.G3.8:</b> Evaluate the influences of long-term human- induced environmental change on spatial patterns of conflict and cooperation.   |
| <b>Global Interconnections: Changing Spatial Patterns</b> | <b>SS.G.4.8:</b> Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.   |
| <b>Economics and Financial Literacy Standards</b>         |   |
| <b>Economic Decision Making</b>                           | <b>SS.EC.1.8:</b> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.                     |
| <b>Exchange and Markets</b>                               | <b>SS.EC.2.8:</b> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.                           |
| <b>The National and Global Economy</b>                    | <b>SS.EC.3.8:</b> Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.                                   |
| <b>Financial Literacy</b>                                 | <b>SS.EC.FL.1.8:</b> Describe the connection between credit, credit options, and interest and credit history.   |
|   | <b>SS.EC.FL.2.8:</b> Analyze the relationship between financial risks and protection, insurance and costs.  |
| <b>History Standards</b>                                  |   |
| <b>Change, Continuity, and Context</b>                    | <b>SS.H.1.8:</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.                        |
| <b>Perspectives</b>                                       | <b>SS.H.2.8:</b> Analyze how people’s perspectives influenced what information is available in the historical sources they created.   |
| <b>Historical Sources and Evidence</b>                    | <b>SS.H.3.8:</b> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified. |
| <b>Causation and Argumentation</b>                        | <b>SS.H.4.8:</b> Organize applicable evidence into a coherent argument about the past.  |

*revised 2019*

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| <b>GRADE 8 U.S. HISTORY - Gilded Age/Westward Expansion to present</b> |
| **Continue into Modern History as far as able                          |