

What is the story a kindergartner is able to tell by the end of the year? We are learning to think historically about ourselves & others in time and place. We each belong to different groups and have various roles. We all have responsibilities to ourselves and to each other. Our roles and relationships impact others around us and are influenced by the time and place in which we live.

Cross-Cutting Concept/Theme: Identity & Relationships

Learning to Think Historically: Developing an understanding of people, time, and place

Essential Questions for the Year:

How do we understand time? How do we understand place?
How do we understand roles & responsibilities in our school, family, & community?

PURPOSE AND FRAMEWORK FOR D39 SOCIAL STUDIES CURRICULUM

The National Council for Social Studies (NCSS) provides a definition and purpose for a Social Studies curriculum. Social Studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The development of our curriculum is founded on inquiry that engages students in developing the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world. The dimensions of inquiry in Social Studies include:

Dimension 1. Developing Questions and Planning Investigations -Students will develop questions as they investigate societal issues, trends, & events.

Dimension 2. Applying Disciplinary Concepts and Tools - Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, history, and cultures.

Dimension 3. Gathering, Evaluating, and Using Evidence - Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

Dimension 4. Working Collaboratively and Communicating Conclusions - Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events.

(Adapted from Vision for the College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards, Council of Chief State School Officers, 11/12/2012)

THE CONCEPTUAL LENSES OF SOCIAL STUDIES

CIVICS: In a constitutional democracy with a strong civil society, civic engagement requires deliberating with others and participating in civic and democratic processes. People demonstrate civic engagement when they address public problems collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society.

ECONOMICS: Economic decision-making requires a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate labor, capital, and natural resources among alternative uses. This economic reasoning process involves consideration of costs and benefits possible. The study of economics provides the concepts and tools necessary for an economic way of thinking and helps in understand the interaction of buyers and sellers in markets, working of the national economy, and interactions within the global marketplace.

GEOGRAPHY: Geographic reasoning requires spatial and environmental perspectives, skills asking and answering questions, and applying geographic representations including maps, imagery, and geospatial technologies. Thinking geographically involves investigating spatial patterns and processes and comprehending that our world is composed of ecosystems at multiple scales interacting in complex webs of inter-relationships within nature and between nature and societies. Geographic reasoning brings societies and nature under the lens of spatial analysis for interpretations and explanations necessary to make decisions and solve problems.

HISTORY: Historical thinking requires understanding and evaluation change and continuity over time and making appropriate use of historical evidence insuring questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

CULTURAL ANTHROPOLOGY: Thinking like a cultural anthropologist requires examination and analysis of humans past and present. It includes study of societal practices thing and across cultures. The study of anthropology promotes understanding of how people's behaviors change over time as well as the impact of these changes on each of the disciplines within social studies.

Unit 1 Inquiry Questions: People, Time, and Place in My School Community
How do we understand ourselves, our classroom, and our school in time and place?

Content Vocabulary: roles, responsibility, timeline, map, past, present, future, symbol, history, citizen, community

Academic Vocabulary: describe, identify, contribute, compare, contrast, recognize

Guiding Questions	Formative Understandings
<p>CIVIC THINKING How can we describe our roles and responsibilities within our families, our classroom, and our school? How do these roles and responsibilities help build our classroom community?</p>	<ul style="list-style-type: none"> • Identify the roles and responsibilities of a kindergartener at home and at school • Explain why these roles and responsibilities are important • Analyze how each person's actions have an impact on others
<p>HISTORICAL THINKING What are past, present, and future events? How does a timeline help us organize events over time? What is a symbol? Why does it endure over time? How does it help us understand time, place, and our national identity?</p>	<ul style="list-style-type: none"> • Recognize the features of a timeline • Describe how events are organized on a timeline • Organize events on a timeline • Recognize national symbols • Organize these symbols by their historical origin
<p>GEOGRAPHIC THINKING How can maps help us learn more about the world around us?</p>	<ul style="list-style-type: none"> • Recognize the features of a map • Understand that a map is a representation of a physical space • Explain that maps have different purposes • Describe how maps represent places of various sizes

Unit 2 Inquiry Question: Long Ago & Today: Comparing People, Time, and Place in Communities
How do we understand communities across time and place?

Content Vocabulary: roles, responsibility, timeline, map, past, present, future, history, citizen, community

Academic Vocabulary: describe, identify, contribute, compare, contrast, recognize

Guiding Questions	Formative Understandings
<p>CIVIC THINKING What makes a community? What are people's roles and responsibilities within a community? How do these roles and responsibilities help build a community?</p>	<ul style="list-style-type: none"> • Identify and describe characteristics of our community • Identify different people within our community • Understand that each person's choices can make a difference for others in the community • Identify and describe characteristics of other communities • Identify similarities and differences of how people live and work within communities • Recognize how each person's role contributes to the community
<p>HISTORICAL THINKING How does daily life in a community change over time? What is different? What is the same?</p>	<ul style="list-style-type: none"> • Explore similarities and differences in communities over time • Identify what daily life has changed over time • Identify changes within a community over time • Explore the cause and effect of changes within communities and daily life over time • Explain why those changes are important to the people within that community • Predict changes in our daily life in the future
<p>GEOGRAPHIC THINKING How are communities represented on maps?</p>	<ul style="list-style-type: none"> • Recognize how a map represents different features of a community • Describe how people within a community use a map • Identify the purpose of different features on community maps • Compare and contrast the features of community maps of the past and present

STATE AND NATIONAL SOCIAL STUDIES STANDARDS

ILLINOIS LEARNING STANDARDS FOR SOCIAL SCIENCE	C3 FRAMEWORK (COLLEGE, CAREER & CIVIC LIFE) SOCIAL STUDIES STANDARDS
<p>STATE GOAL 14: Understand political systems, with an emphasis on the United States.</p> <p>C. Understand election processes and responsibilities of citizens.</p> <p>14.C.1 Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.</p> <p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> <p>A. Apply the skills of historical analysis and interpretation.</p> <p>16.A.1a Explain the difference between past, present and future time; place themselves in time.</p> <p>16.A.1b Ask historical questions and seek out answers from historical sources.</p> <p>16.A.1c Describe how people in different times and places viewed the world in different ways.</p> <p>16.B.1b (US) Explain why individuals, groups, issues and events are celebrated with local, state or national holidays or days of recognition (e.g., Lincoln's Birthday, Martin Luther King's Birthday, Pulaski Day, Fourth of July, Memorial Day, Labor Day, Veterans' Day, Thanksgiving).</p>	<p>D1.1 & 2.K-2 Individually and with others, students construct compelling questions, and</p> <ul style="list-style-type: none"> •explain why the compelling question is important to the student. •identify disciplinary ideas associated with a compelling question. <p>•D1.3 & 4.K-2 Individually and with others, students construct supporting questions, and</p> <ul style="list-style-type: none"> •identify facts and concepts associated with a supporting question. •make connections between supporting questions and compelling questions. <p>•D2.Civ.1, 3, 6, 7, 11, 14.K-2 Individually and with others, students</p> <ul style="list-style-type: none"> •describe roles and responsibilities of people in authority. •explain how all people, not just official leaders, play important roles in a community. •describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. •apply civic virtues when participating in school settings. •explain how people can work together to make decisions in the classroom. •describe how people have tried to improve their communities over time. <p>•D2.Geo.1 & 2.K-2 Individually and with others, students</p> <ul style="list-style-type: none"> •construct maps, graphs and other representations of familiar places. •use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. <p>•D2.His.1, 2, 14.K-2 Individually and with others, students</p> <ul style="list-style-type: none"> •create a chronological sequence of multiple events. •compare life in the past to life today. •generate possible reasons for an event or development in the past. <p>•D4.2, 5, 7, 8.K-2 Individually and with others, students use writing, visualizing, and speaking to</p> <ul style="list-style-type: none"> •construct explanations using correct sequence and relevant information •ask and answer questions about explanations •identify ways to take action to help address local, regional, and global problems •use listening, consensus-building, and voting procedures to decide on & take action in their classrooms

NEW ILLINOIS LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

<p>READING</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p>	<p>WRITING</p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SPEAKING AND LISTENING</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>
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