

**UNITS:**

**School Helpers**  
**Native Americans**  
**Cultural/Historical Figures**  
**Famous Artists**  
**Character Education Class Meetings**

**Unit Objectives: School Helpers**

Students will become familiar with their school and comfortable in their school environment. Students will meet the principal, secretary, nurse, cook and custodian, and learn about how they contribute to the school community. (Citizenship)

**Unit Objectives: Native Americans**

Students will begin to understand how Native Americans of the Plains, Southwest, Woodlands, and Southeast respected and used the physical environment and natural resources to meet their basic needs of food, shelter and clothing. (Geography, Economics)  
Students will begin to compare and contrast the cultural beliefs, values, and behaviors of early Native Americans to life today. (Citizenship)  
Students will locate these regions on the U.S. map. (Geography)

**Unit Objectives: Cultural/Historical Figures**

Students will identify famous people and events: Johnny Appleseed, Christopher Columbus, M.L. King, Jr., George Washington, Abraham Lincoln. (History, Citizenship, Economics)  
Students will understand why people are celebrated with local, state or national holidays, or days of recognition. (History)  
Students will locate event origins on the U.S. map. (Geography)

**Unit Objectives: Famous Artists**

Students will identify 8 famous artists by their artistic styles and individual paintings: van Gogh, Seurat, Monet, Picasso, Mondrian, Matisse, Pollock, O'Keefe. (History)  
Students will imitate artistic style of each artist.



Students will learn the cultural and historical backgrounds of each artist. (History, Geography)

### **Character Education and Citizenship**

The Character Education curriculum in the primary grades aligns with the District 29 social studies goal of educating for citizenship. Within a framework of the virtues of respect, responsibility, compassion, cooperation, and fortitude, students explore social relationships, learn to respect differences, practice methods of conflict resolution, and strive to establish a community of caring learners. Through class meetings, students will become familiar with and ultimately understand these basic principles of citizenship.

**UNITS:**

Families  
 Geography Skills  
 Famous Americans  
 Rain Forest  
 Explorers' Club

**Unit Objectives: Families**

Students will identify responsibilities at home. (Political Science and Citizenship)  
 Students will identify being a pilgrim in their family. (History and Geography)  
 Students will discover the similarities and differences among cultures. (Geography and History)

**Unit Objectives: Geography**

Students will recognize the importance and functions of maps and globes. (Geography)  
 Students will begin to develop the skill of map reading. (Geography)  
 Students will learn to use the compass rose (North, south, East and West) to identify features on a map. (Geography)  
 Students will begin to understand the symbols used in interpreting a map. (Geography)  
 Students will identify their house in their community. (Geography)

**Unit Objectives: Famous Americans**

Students will describe how people in different times and places viewed the world in different ways. (Political Science and History)  
 Students will identify key famous individuals and events. ( Political Science and History)  
 Students will explain why individuals are celebrated with local, state or national holidays or days of recognition. (History and Political Science)

**Unit Objectives: Rain Forest**

Students will identify how groups in the rain forest made economic choices (crops to plant, products to make) to survive and improve their lives. (Economics)  
 Students will describe how the environment in the Rain Forest has changed over time. (Geography)  
 Students will identify physical characteristic of Amazon Rain Forest. (Geography)  
 Students will begin to describe the ecosystem of the rain forest. (Geography)

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**UNITS:**

Native Americans  
Geography Skills  
King Arthur's Times  
Character Education Class Meetings

**Unit Objectives: Native Americans**

Students will understand that Native Americans were the first Americans.

Students will learn and appreciate that Native Americans respected nature and used it to provide for all their basic needs.

Students will distinguish between the different geographic locations that Native Americans lived in and how these locations affected their ways of life.

Students will know that Native Americans spoke many different languages and used numerous forms of communication.

Students will appreciate the creative art forms of various Native American tribes.

Students will understand how the introduction of Europeans impacted the Native American ways of life.

**Unit Objectives: Geography Skills**

Students will learn the major physical features of the earth using globes as representative scale models.

Students will learn to use an atlas and read a map.

Students will learn the cardinal directions using a compass rose.

Students will learn to identify the following landforms: peninsula, plain, river, lake, and island.

**Unit Objectives: King Arthur's Times**

Students will distinguish among the social, economic, and political conditions existing before and during the historical period associated with King Arthur. (History, Economics)

Students will understand the social and economic interdependence that existed in communities during this time, that communities were built around castles to support



this interdependence between nobility and commoners. (History, Economics)  
Students will understand that before this time period peasants had no rights or avenues through which to seek justice. (Citizenship)  
Students will explain how during this period in history, peasants began to be treated more fairly and were given a voice in court. (Citizenship)  
Students will identify the geographic location and terrain of England. (Geography)

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**UNITS:**

Geography  
Tools & Skills  
Communities  
Jamestown  
Pilgrims  
Chicago

**Major Themes**

The relationship between a culture's needs and its development as a community  
Systems of town government  
How people in different times and places viewed the world in different ways  
How people and groups in the past made economic choices to survive and improve their lives  
The rights and responsibilities of citizenship

**Unit Objectives: Geography Tools and Skills**

Students will understand and identify characteristics and purposes of geographic representations including maps, globes, atlases, and be able to locate specific places using each. Students will identify and name continents, oceans, and states on a blank map. Students will use cardinal and ordinal directions. Students will calculate distances on a map. Students will be able to understand and/or locate the following terminology: equator, prime meridian, hemispheres, scale. Students will be able to use and create map keys.

**Unit Objectives: Communities**

Students will compare village life in Arthurian times to present day life in a community. (History)  
Students will be able to identify the components of a well-planned town. (Political Science)  
Students will understand the purpose of zoning laws. (Political Science)  
Students will understand public versus private ownership and the relationship of taxes to public services and buildings. (Economics)  
Students will compare and evaluate various forms of local governments. (Political Science)  
Students will be able to recognize situations where differences are resolved by voting. (Citizenship)  
Students will identify community services that are important to society. (Citizenship)

**Unit Objectives: Jamestown**

Students will identify the relative locations of London, England and the New World. (Geography)



- Students will develop an understanding of the ways of life in London in the late 1500s and early 1600s. (History)
- Students will be able to retell reasons/events leading to the movement of people from England to Jamestown. (History)
- Students will be able to apply their knowledge of the class structure differentiation of gentry and commoners. (Citizenship)
- Students will develop an awareness of the hardships/realities of living aboard a small ship for four months. (History, Citizenship)
- Students will develop knowledge of navigational route tools, routes, and trade winds. (Geography, History)
- Students will use a compass. (Geography)
- Students will explain why majority rule is fair for group decision-making. (Citizenship)

### Unit Objectives: Pilgrims

- Students will understand the reasons why the Pilgrims left England, and then Holland, to come to America. (History and Political Science)
- Students will discuss the hardships the Pilgrims faced in building a new community. (History, Political Science)
- Students will understand why the Pilgrims had to work together for the good of the community. (Citizenship)
- Students will be able to list the geographic features that the Pilgrims were seeking in choosing a site to build their colony. (Geography)
- Students will develop an awareness of the Pilgrims' relationship with the Indians. (Citizenship, History)
- Students will explain the origins of the cultural holiday of Thanksgiving. (History)
- Students will predict the outcomes of irresponsible behavior within a community. (Citizenship)

### Unit Objectives: Chicago

- Students will be able to identify the location of Chicago. (Geography)
- Students will understand the impact of the topological and geographical locations and elements in the establishment and growth of the city. (Geography and history)
- Students will develop an understanding of Chicago as an urban community. (History, economics and political science)
- Students will identify reasons that people settled in Chicago. (History)
- Students will identify major events in the history of Chicago. (History)
- Students will apply their knowledge to compare and contrast modern life to life in the 1600s.



(Citizenship and history)

Students will learn about what the Chicago flag means and design a flag of their own. (History)

Students will offer reasons why it is necessary to have laws and rules to govern people.

(Citizenship)

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## UNITS:

Our State: Illinois  
Midwest Region  
Western Region  
Southwest Region  
Southeast Region  
Northeast Region  
Small Business Association  
Immigration

## social studies



### Major Theme:

How are we, as responsible citizens, connected to the government, economy, and environment of our state and our country?

grade 4

### Focus by Social Science Discipline:

#### Geography:

**Location:** Illinois, states of the U.S., latitude/longitude, continents

**Place:** climate, biomes, landforms, rural/urban

**Human/Environment Interactions:** natural resources, effect of geography and climate on way of life, environmental conservation

**Movement:** settlement in Illinois, transportation of resources/people/ideas within the United States

**Regions:** Northeast, Southeast, Midwest, West, Southwest of the United States

#### History:

Illinois settlement and statehood

Cultural influences in each United States region, including immigration

#### Political Science/Citizenship:

Levels of government (local, state, federal) and branches within

Rights as a citizen of the state of Illinois and the United States

Citizens' responsibilities to the state, its land, and other citizens

Participation in government

Communication—i.e., censorship vs. freedom of speech

#### Economics:

Economic foci for each of the United States regions (crops, natural resources, industry)

Small Business Association: supply/demand, consumers, producers, cost, survey and product analysis, graph creation and interpretation

## UNITS:

The English Colonies:

- New England
- Middle Atlantic
- Southern

The American Revolution

A New Nation

The U.S. Constitution

Westward Expansion

The Civil War

## social studies



## Major Themes:

Creation of a Central Government

Central Government vs. States' Rights

Power of Democracy

Religious and Political Freedoms

grade 5

## Focus by Social Science Discipline:

### Geography:

**Location:** New England, Middle, and Southern colonies, Westward Expansion, early origins of the states

**Place:** agriculture, North and South, climate

**Human/Environment Interactions:** effect of geography and climate on way of life, effect of geography on culture and conflicts

**Movement:** separation from England, settling into colonies, Westward Expansion

**Regions:** England, United States

### History:

Focus on history from the early 1600's to the late 1800's emphasizing the separation from England, the formation of the states, and the conflicts to gain independence.

### Economics:

Struggle for economic freedom

Agrarian and industrial economies

### Political Science/Citizenship:

The Declaration of Independence and The Constitution

Three branches of government

How a bill becomes a law

Struggle for independence, rights and freedom

**UNITS:**

Hunters and Gatherers  
Development of Societies  
Mesopotamia  
Ancient Egypt  
Ancient India  
Ancient China  
Ancient Israelites  
Greece - Ancient & Classical  
Rome - Rise of the Republic &  
Empire

**Major Themes:**

Hallmarks of civilization  
Geography and its connection to civilizations  
The role of an individual in a society  
Government roles and responsibilities  
Origin and development of religious ideas and beliefs  
Unique cultural contributions of civilizations  
Links between the past and present

**Focus by Social Science Discipline:****Geography:**

**Location:** Middle East, Asia, Mediterranean

**Place:** Physical features supporting growth of people and civilizations; connections to modern cultures

**Human/Environment Interactions:** Development of farming and technology

**Movement:** Trade, migration, military conflict, and spread of ideas

**Regions:** Opportunities for isolation or expansion of cultures

**History:**

Eastern and European Civilization from 11,000B.C.E. -200 C.E.

**Political Science:**

Feudalism, dictatorship, monarchy, oligarchy, democracy, tyranny, social class systems, strategic invasions and alliances, centralized governments and infrastructure, current events discussions

**Economics:**

Surplus, specialization of labor, supply and demand, trade, movement from barter to currency, taxation, middlemen

**Political Science/Citizenship:**

Development of written laws and consequences, participation in government, individuals as agents of political change, communication—i.e., censorship vs. freedom of speech

## UNITS:

Europe: Western Europe, Eastern Europe, Russia  
Asia: Central Asia, India, China, North and South Korea, Japan  
Africa: sub-Saharan Africa  
The Middle East  
Latin America: Mexico and Central America, The Caribbean, South America  
Consumer Education

## social studies



## Major Themes:

How physical geography is connected to history and culture  
The connections between past and present  
How have the countries of the world come to be?  
Experiences of citizenship around the world

grade 7

## Focus by Social Science Discipline:

### Geography:

**Location:** precise and relative location (latitude and longitude vs. location in relation to familiar points); importance of access to water

**Place:** physical features; climate; natural vegetation; effect of place on culture

**Human/Environment Interaction:** natural resources including the relationship between resources and economics; effect of environment on culture and conflict; environmental problems and solutions

**Movement:** spread of goods, people and ideas through immigration, trade, conquest and globalization

**Region:** comparison among world regions; exploration of the formation of regions in history and the present

### History:

Review of more distant history of regions

Focus on history from the 1700s to the present with special attention to colonization, the formation of modern states, and how history affects the present (tradition and change)

### Political Science/Citizenship:

Comparison of political systems around the world including monarchy, constitutional monarchy, dictatorship, theocracy and republic

Examination of some means of political change including wars, coups, sanctions and embargoes;

Considerations of the EU and UN as political entities

Citizenship around the world, struggles for rights, comparison to the US Global



citizenship -- consideration of our responsibility to the world at large  
Current events discussions

## **Economics:**

Communism/socialism in theory and practice  
Importance of a diverse economy; local and global markets; trade and trade restrictions  
(sanctions and embargoes)  
Economics and the responsible use of resources



## UNITS:

Antebellum United States (1820-1860)  
 Civil War and Reconstruction (1861-1876)  
 Industrialization (1865-1900)  
 Immigration  
 Rise of United States as a World Power (1890-1920)  
 World War II and the Holocaust (1929-1945)  
 Supreme Court Simulation  
 Cold War Era (1945-1975)  
 United States Constitution

## Major Themes:

What is an American?  
 The Role of Citizen in a Democracy  
 Individual vs. State  
 Power of the Presidency  
 War as an Instrument of Foreign Policy

## Focus by Social Science Discipline:

### Geography:

**Location:** antebellum Northern and Southern states, U.S. overseas possessions, allies and opponents throughout history, important places in current events

**Place:** topographic and climatic features of North and South, places in current events

**Human/Environment Interactions:** economic systems of North and South, growth of trade, expansion of navy and imperialism

**Movement:** slave trade, immigration, migration (e.g. railroad, Dust Bowl)

**Regions:** differences between North and South, alliances such as N.A.T.O., areas in current events (e.g., Middle East)

Region: North v. South (Antebellum Period), Cold War divisions

### History:

United States from Westward Expansion through the Vietnam War (see above units)

### Political Science/Citizenship:

Study of the Constitution, role of the Presidency, current events discussion  
 Advocacy project (social activism), study of current events, technique of open-ended discussions

### Economics:

Differences between economies of North and South  
 Rise of the United States as an industrial power  
 Influence of war on the economy