

Social Studies – Bannockburn District 106 Kindergarten Overview

What is the story a kindergartener is able to tell by the end of the year?					
We have roles and responsibilities at home and school. Our families and schools have changed over time. We celebrate holidays and heroes from the past. We make choices. Our choices are impacted by where we live and by the resources that are available to us. We can serve as responsible members of our community.					
Units of Study	Inquiry Skills	Civics	Economics	Geography	History
UNIT ONE Roles, Responsibilities & Relationships at Home and School Today and in the Past	Asking Questions Create questions to help guide inquiry about a topic. Selecting Sources Explore facts from various sources.	Roles & Responsibilities Describe roles and responsibilities of people in authority at home and school. Following Rules Explain the need for and purposes of rules in various settings, inside and outside of the school. (Focus on home and school and places families go like the grocery store, museums, etc.)	Choices Explain that choices are made because of scarcity by investigating family food choices around the globe..	Human & Environmental Interactions Explain how weather, climate, and other environmental characteristics affect people's lives. (Focus on weather and growth of food or impact of getting food during events such as storms.)	Thinking Historically Compare life in the past to life today at home and at school. Examine the significance of our national holidays and the heroism and achievements of the people associated with them.
UNIT TWO What The World Eats (Global Perspective)	Gather information from one or two sources. Evaluating Sources Evaluate a source by distinguishing between fact and opinion.				
UNIT THREE Civic Responsibility: Crayola ColorCycle	Thinking About Arguments and Explanations Ask and answer questions about arguments and explanations.				

Social Studies – Bannockburn District 106 First Grade Overview

<p><i>What is the story a first grader is able to tell by the end of the year?</i> We have roles and responsibilities as citizens. We can make a difference in our world. People make a difference in our community. People also make a difference in our community through leadership. Leadership roles have changed over time. We can use maps to locate objects and places. By investigating the history of toys we can begin to think historically and learn how to look for evidence in historical artifacts. Toys from place to place are alike and different. The people who make toys need special skills and talents.</p>					
First Grade: Units of Study	Inquiry Skills	Civics	Economics	Geography	History
<p>Leadership: Making a Difference</p> <p>Thinking Historically: History of Toys</p> <p>Geography & Economics: Building a Paper Bag City</p>	<p>Asking Questions Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>Selecting Sources Explore facts from various sources that can be used to answer the developed questions.</p> <p>Gather information from one or two sources with guidance and support from adults and/or peers.</p> <p>Evaluating Sources Evaluate a source by distinguishing between fact and opinion.</p> <p>Thinking About Arguments and Explanations Ask and answer questions about arguments and explanations.</p> <p>Taking Informed Action Use listening, consensus-building, and voting procedures to decide on and take action.</p>	<p>Roles & Responsibilities Explain how all people, not just official leaders; play important roles in a community.</p> <p>Following Rules Identify and explain how rules function in various settings, inside and outside of the school.</p>	<p>Choices Explain and give examples of when choices are made that something else is given up.</p> <p>Exchange & Markets Describe the skills and knowledge required to produce certain goods and services.</p> <p>Explain how people earn pay or income in exchange for work.</p>	<p>Geographic Representations Construct and interpret maps and other representations to navigate a familiar place.</p>	<p>Thinking Historically Describe individuals and groups who have shaped a significant historical change.</p> <p>Chronological Sequence Create a chronological sequence of multiple events.</p> <p>Perspectives Compare perspectives of people in the past to those of people in the present.</p>

Social Studies – Bannockburn District 106 Second Grade Overview

What is the story a second grader is able to tell by the end of the year? A community is a place where people live, work and play. Communities have governments to protect citizens and to enforce law. Communities change over time. By using historical thinking and analysis of primary documents we can find evidence of these changes. Maps and geographical skills help us represent our community through time and place.

Second Grade: Units of Study	Inquiry Skills	Civics	Economics	Geography	History
<p>Exploring the Local Landscape Through Geography</p> <p>Bannockburn/Deerfield Today With an Emphasis on Civics and Economics</p> <p>Bannockburn/Deerfield In the Past</p>	<p>Asking Questions Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>Selecting Sources Explore facts from various sources that can be used to answer the developed questions.</p> <p>Gather information from one or two sources with guidance and support from adults and/or peers.</p> <p>Evaluating Sources Evaluate a source by distinguishing between fact and opinion.</p> <p>Constructing Arguments and Explanations Ask and answer questions about arguments and explanations.</p> <p>Use listening consensus-</p>	<p>Civic & Political Institutions Explain what governments are and some of their functions (e.g., making and enforcing laws, protecting citizens, and collecting taxes).</p> <p>Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>	<p>Exchange & Markets Demonstrate how our choices can affect ourselves and others in positive and negative ways.</p> <p>Explain the role of money in making exchange easier.</p> <p>Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>Explain that money can be saved or spent on goods and services.</p>	<p>Geographical Representations Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.</p> <p>Human-Environment Interaction Identify some cultural and environmental characteristics of your community.</p> <p>Explain how people in your community use local and distant environments to meet their daily needs.</p>	<p>Thinking Historically Summarize changes that have occurred in the local community over time.</p> <p>Perspectives Compare individuals and groups who have shaped a significant historical change.</p> <p>Historical Sources & Evidence 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>

Social Studies – Bannockburn District 106 Third Grade Overview

What is the story a third grader is able to tell by the end of the year?

People live in diverse communities. Communities are located in different environments. Our way of life is influenced by where we live. People change communities and communities change people. Communities change over time, as people move they change their communities and their communities change them. People have the potential to better their communities. We can look for evidence of change within communities by thinking like historians.

Third Grade: Units of Study	Inquiry Skills	Civics	Economics	Geography	History
<p>Movement of People: Immigration</p> <p>Chicago: Then & Now</p> <p>Comparative City</p>	<p>Asking Questions Develop essential questions and explain the importance of the questions to self and others.</p> <p>Create supporting questions to help answer essential questions in an inquiry.</p> <p>Selecting Sources Determine sources representing multiple points of view that will assist in answering essential questions.</p> <p>Evaluating Sources Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>Constructing Arguments and Explanations Develop claims using evidence from multiple sources to answer essential questions.</p> <p>Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>Taking Informed Action Use listening, consensus- building, and voting procedures to decide on and take action in their classroom and school.</p>	<p>Civic & Political Institutions Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.</p> <p>Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>Participation & Deliberation Compare procedures for making decisions in the classroom, school, and community.</p> <p>Describe how people have tried to improve their communities over time.</p>	<p>Exchange & Markets Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>Generate examples of the goods and services that governments provide.</p> <p>Describe the role of banks and other financial institutions in an economy.</p> <p>Explain that when people borrow, they receive something of value now and agree to repay the lender over time.</p>	<p>Geographical Representations Locate major landforms and bodies of water on a map or other representation.</p> <p>Human-Environment Interaction Compare how people modify and adapt to the environment and culture in our community to other places.</p> <p>Global Interconnections Show how the consumption of products connects people to distant places.</p>	<p>Thinking Historically Create and use a chronological sequence of events.</p> <p>Perspectives Describe how significant people, events, and developments have shaped their own community and region.</p> <p>Historical Sources & Evidence Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.</p>

Social Studies – Bannockburn District 106

Fourth Grade Overview

What is the story a fourth grader is able to tell by the end of the year?

Movement and Innovation have and continue to shape our ever-changing state. By investigating the movement of people, resources, and information we can better understand how our state has changed over time. People come to Illinois for a variety of reasons. They shape Illinois and Illinois shapes them. The perspective of people in Illinois has changed over time and varies from place to place within our dynamic state. Illinois plays a vital role in our nation and beyond.

Units of Study	Inquiry Skills	Civics	Economics	Geography	History
<p>Illinois: Past & Present</p> <p>Interdependence: Our Role Within A Diverse Nation</p> <p>The Innovators & Innovations That Have Shaped Illinois</p>	<p>Asking Questions Develop essential questions and explain the importance of the questions to self and others.</p> <p>Create supporting questions to help answer essential questions in an inquiry.</p> <p>Selecting Sources Determine sources representing multiple points of view that will assist in answering essential questions.</p> <p>Evaluating Sources Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>Constructing Arguments and Explanations Develop claims using evidence from multiple sources to answer essential questions.</p> <p>Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>Taking Informed Action Use listening, consensus- building, and voting procedures to decide on and take action</p>	<p>Civic & Political Institutions Distinguish the responsibilities and powers of government officials at the local, state, and national levels.</p> <p>Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.</p> <p>Participation & Deliberation Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.</p> <p>Processes, Rules, and Laws Explain how rules and laws change society and how rules and laws change</p>	<p>Exchange & Markets Describe how goods and services are produced using human, natural, and capital resources (e.g., tools and machines).</p> <p>Explain that income can be saved, spent on goods and services, or used to pay taxes.</p> <p>Economic Decision Making Analyze how spending choices are influenced by price as well as many other factors (e.g., advertising, peer pressure, options).</p>	<p>Geographic Representations Construct and interpret maps of our state and nation using various media.</p> <p>Human-Environmental Interaction Analyze how the cultural and environmental characteristics of places in Illinois change over time.</p> <p>Human Population: Spatial Patterns & Movement 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>Causation & Argumentation Explain probable causes and effects of events and developments in Illinois history.</p> <p>Historical Sources & Evidence Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.</p> <p>Perspectives Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.</p>

Social Studies – Bannockburn District 106 Fifth Grade Overview

What is the story a fifth grader is able to tell by the end of the year?
 People are motivated to move for many reasons. As they settle in new places, conflicts may arise and a need for civility, change and order inspire a response. A government evolves and is influenced by time and place. We learn about the past to better understand our current condition by thinking historically.

Fifth Grade: Units of Study	Inquiry Skills	Civics	Economics	Geography	History
<ul style="list-style-type: none"> Shaping of Our History Formation of Our Government Movement, Settlement & Exchange Change: Conflicts & Perspectives Human Civility 	<p>Asking Questions Develop essential questions and explain the importance of the questions to self and others.</p> <p>Create supporting questions to help answer essential questions in an inquiry.</p> <p>Selecting Sources Determine sources representing multiple points of view that will assist in answering essential questions.</p>	<p>Civic & Political Institutions Compare the origins, functions, and structure of different systems of government.</p> <p>Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>Processes, Rules, and Laws Explain how policies are developed to address public problems.</p>	<p>The Global Economy Analyze why and how individuals, businesses, and nations around the world specialize and trade.</p> <p>Discover how positive incentives (e.g. sale prices and earning money) and negative incentives.</p> <p>Determine the ways in which the government pays for the goods and services it provides.</p> <p>Explain that interest is the price the borrower pays for the goods and services it provides.</p>	<p>Human-Environment Interactions Investigate how the cultural and environmental characteristics of places within the United States change over time.</p> <p>Human Populations: Spatial Patterns & Movements Describe how humans have utilized natural resources in the United States</p> <p>Human-Environment Interactions Compare the environmental characteristics of the United States to other world regions.</p> <p>Human Population: Spatial Patterns and Movements 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>Change & Continuity Create and use a chronological sequence of related events to compare developments that happened at the same time</p> <p>Historical Sources & Evidence 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>Causation & Argumentation Explain probable causes and effects of events and developments in U.S. history.</p> <p>Historical Sources & Evidence 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>Constructing Arguments and Explanations Develop claims using evidence from multiple sources to answer essential questions.</p> <p>Construct and critique arguments and explanations using reasoning, examples,</p>				