

What is the story a second grader is able to tell by the end of the year? Time and place influence the way people live. People must adapt to diverse conditions in order to survive and to thrive. Throughout time, there have been many kinds of communities around the world.

Cross Cutting Concept/Theme: Adaptation and Diversity

Essential Questions for this year:

- How and why do people adapt?
- Why do communities change?
- How is a community influenced by time and place?
- How does the community influence the individual?
- How does the individual influence the 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, and 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 with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides the concepts and tools necessary for an economic way of thinking and helps in understanding the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.
- GEOGRAPHY:** Geographic reasoning requires spatial and environmental perspectives, skill in 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 evaluating change and continuity over time and making appropriate use of historical evidence in answering 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 within 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:		
How do time and place affect the way in which basic needs are/were met?	How do/did people affect the environment?	How and why do communities change?
Vocabulary	Guiding Questions	Big Ideas & Formative Understandings
<p>Content Vocabulary: natural resources, climate, geography, shelter, transportation, community, needs, region, landforms, goods, services, cardinal and ordinal directions</p> <p>Academic Vocabulary: claim, evidence, jigsaw, IIM, opinion, compare & contrast, lack, abundance, adapt</p>	How do time and place affect the way in which basic needs are/were met?	<p>Thinking Geographically, Historically, Economically</p> <p>REGIONAL ADAPTATIONS:</p> <p>Regional communities in the US, past and present, adapt to find available water, food, and shelter resources.</p> <p>People settle in different regions and find ways to meet their basic needs.</p> <ul style="list-style-type: none"> Identify common basic survival needs for humans (shelter, food, water) Identify secondary resources that help determine where people settle (access to transportation, natural resources, jobs, community, climate) Identify natural resources of an area and their impact on choice of shelter, transportation, jobs, clothing and food Compare access to natural resources (water is brought in from far away) Explain why natural resources are important to communities Understand how natural resources are used by a community <p>People adapt their ways of living to the availability of natural resources (lack or abundance).</p> <ul style="list-style-type: none"> Describe how communities adapt to available resources (lack of resources or abundance of resources) Identify economic sources for jobs, industry <p>Thinking Civically, Geographically, Historically, Culturally</p> <p>People work together in various roles to meet the needs of the individual and the group.</p> <p>Maps are visual representations of an area, its features and relative location.</p> <ul style="list-style-type: none"> Create interview questions for Wilmette/Glenview residents about choosing to live here Label important land features on a map Identify cardinal directions on a map (North, South East, West) Introduce ordinal directions (northwest, southeast, northeast, southwest) Locate Wilmette, Chicago, Seattle, Phoenix, New York City, and the Florida Everglades; also major landforms in these areas Identify types of goods, services, and jobs in Wilmette/Glenview Locate on a map major transportation routes and identify modes of transportation available (past and present) Compare the ways natural resources were used in the past and today Identify traditional gender-related roles for men and women in Native American culture Identify roles of men and women in present day
	How do/did people affect the environment?	
	How and why do communities change over time?	
	How was life in the past similar to and different from life today?	
Why do people live in Wilmette now and in the past?	<ul style="list-style-type: none"> Apply the Independent Investigation Model (IIM) research method with students Review labels and captions that can be used on a poster 	
Was Wilmette always like this? How has it changed?		

Unit 2 Inquiry Questions:		
How do available resources impact people's choices?	How are people, places and environments related?	
Vocabulary	Guiding Questions	Big Ideas & Formative Understandings
<p>Content Vocabulary: conservation, continent, country, city, shelter, transportation, culture, traditions, recreation, river, ocean, mountain</p> <p>Academic Vocabulary: resources, choices, jigsaw, IIM, opinion</p>	Where do water and food come from in different regions/countries?	<p>Thinking Geographically, Culturally</p> <p>GLOBAL ADAPTATIONS:</p> <p>Communities throughout the world adapt their way of life based on the availability of water, food, and shelter resources.</p> <ul style="list-style-type: none"> Identify natural resources of an area Use geographic tools to locate features and places (i.e., maps, globes) Identify landforms and features on a world map (i.e., countries, continents, oceans, mountains, rivers, lakes, etc.) Use relative location to locate countries on a map or globe (<i>China, a country in Asia, is north Myanmar, Vietnam and India, south of Russia, west of the Pacific Ocean</i>) Distinguish between goods that can be made/grown in a region & goods transported into a region (trade, sources of goods, jobs) <p>Thinking Culturally, Economically</p> <ul style="list-style-type: none"> Explain the relationship between the choices people make and the available resources Investigate the relationship among people, place and environment Compare and contrast types of food, packaging, storage and determine why some differences exist Apply the IIM research method with students
	How do people use water in different regions/countries?	
	What are the similarities and differences of food people eat around the world?	
	How do communities conserve resources?	
What economic conditions cause the differences/affect the types of food & other resources available?		

STATE AND NATIONAL STANDARDS

ILLINOIS LEARNING STANDARDS FOR SOCIAL SCIENCE
 STATE GOAL 14: Understand political systems, with an emphasis on the United States.
 14.C.1- Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.
 STATE GOAL 15: Understand economic systems, with an emphasis on the United States.
 15.A.1a- Identify advantages and disadvantages of different ways to distribute goods and services.
 15.B.1- Explain why consumers must make choices.
 15.C.1a- Describe how human, natural and capital resources are used to produce goods and services.
 15.C.1b- Identify limitations in resources that force producers to make choices about what to produce.
 STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
 16.A.1a- Explain the difference between past, present and future time; place themselves in time.
 16.C.1a (W)- Identify how people and groups in the past made economic choices (e.g., crops to plant, products to make, products to trade) to survive and improve their lives.
 16.D.1 (W) 16.E.1 (US)- - Identify how customs and traditions from around the world influence the local community.
 16.E.1 (W)- Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.
 STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.
 17.A.1a- Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).
 17.A.1b- Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.
 17.C.1a- Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).
 17.C.1b- Identify opportunities and constraints of the physical environment.
 17.C.1c- Explain the difference between renewable and nonrenewable resources.
 17.D.1- Identify changes in geographic characteristics of a local region (e.g., town, community).
 STATE GOAL 18: Understand social systems, with an emphasis on the United States.
 18.A.1- Identify folklore from different cultures which became part of the heritage of the United States.
 18.C.1- Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.

NEW ILLINOIS LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS
READING
 CCSS-RI-2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
 CCSS-RI-2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key acts or information in a text efficiently.
 CCSS-RI-2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
 CCSS-RI-2.9 Compare and contrast the most important points presented by two texts on the same topic.
 CCSS-RI-2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
WRITING
 CCSS-W-2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
 CCSS-W-2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
 CCSS-W-2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
 CCSS-W-2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
 CCSS-W-2.8 Recall information from experiences or gather information from provided sources to answer a question.

C3 FRAMEWORK (COLLEGE, CAREER & CIVIC LIFE) FOR SOCIAL STUDIES STANDARDS
 With guidance and support, students will construct compelling and supporting questions, and
 D1.K-2. Explain why the compelling question is important to the student.
 D1.2.K-2. Identify disciplinary ideas associated with a compelling question.
 With guidance and support, students will construct supporting questions, and
 D1.3.K-2. Identify facts and concepts associated with a supporting question.
 D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.
 Individually and with others, students
 D2.Civics
 2.K-2. Explain how all people, not just official leaders, play important roles in a community.
 5.K-2. Explain what governments are and some of their functions.
 6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
 10.K-2. Compare their own point of view with others’ perspectives.
 14.K-2. Describe how people have tried to improve their communities over time.
 D2.Economics
 1.K-2. Explain how scarcity necessitates decision-making.
 2.K-2. Identify the benefits and costs of making various personal decisions.
 3.K-2. Describe the skills and knowledge required to produce certain goods and services.
 4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.
 6.K-2. Explain how people earn income.
 7.K-2. Describe examples of costs of production.
 9.K-2. Describe the role of banks in an economy.
 12.K-2. Describe examples of the goods and services that governments provide.
 13.K-2. Describe examples of capital goods and human capital.
 14.K-2. Describe why people in one country trade goods and services with people in other countries.
 15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.
 D2.Geography
 1.K-2. Construct maps, graphs, and other representations of familiar places.
 2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
 3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
 4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.
 5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.
 6.K-2. Identify some cultural and environmental characteristics of specific places.
 7.K-2. Explain why and how people, goods, and ideas move from place to place.
 8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.
 9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.
 10.K-2. Describe changes in the physical and cultural characteristics of various world regions.
 11.K-2. Explain how the consumption of products connects people to distant places.
 D2.History
 1.K-2. Create a chronological sequence of multiple events.
 2.K-2. Compare life in the past to life today.
 3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.
 9.K-2. Identify different kinds of historical sources.
 10.K-2. Explain how historical sources can be used to study the past.
 11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.
 14.K-2. Generate possible reasons for an event or development in the past.
 16.K-2. Select which reasons might be more likely than others to explain a historical event or development.
 D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.
 D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.
 D4.1.K-2. Construct an argument with reasons.
 D4.2.K-2. Construct explanations using correct sequence and relevant information.
 D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies.
 D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.