

**What is the story a fourth grader is able to tell by the end of the year?** Over time societies change. People respond to challenges in creative, imaginative, adaptive, and innovative ways. Innovations impact society and have intended and unintended consequences. They evolve over time and can be analyzed historically, socially/culturally, economically, geographically, and civically.

**Cross-Cutting Concept/Theme: Innovations: Necessity & Impact  
(Related to Science Theme of Change & Constancy)**

**Essential Questions:**

- How do the times and conditions influence or necessitate innovations?
- How do innovations change the way people live?
- How do innovations impact/influence society? (Lenses: historically, socially/culturally, economically, geographically, civically)
- How do innovations influence the times?
- What are the benefits and/or unintended consequences of innovations?
- How have innovations evolved over time?

**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 develop questions as they investigate societal issues, trends, and events.

**Dimension 2. Applying Disciplinary Concepts and Tools** - Students 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 work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

**Dimension 4. Working Collaboratively & Communicating Conclusions** - Students 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 historians analyze the past and present?**  
**How do innovations impact people's lives civically, historically, geographically, economically, and culturally?**

**Content Vocabulary:** innovation, innovator, five lenses: thinking historically, socially/culturally, economically, geographically, civically  
**Academic Vocabulary:** claim, evidence, prediction, consequences, primary sources, secondary sources

**Big Ideas and Formative Understandings**

**Humans have been innovating to improve their lives for thousands of years.**

**Thinking historically, geographically, economically, socially/culturally, and civically provides a way to investigate and learn about topics in social studies.**

- Identify and understand the five lenses of social studies.
  - Historical thinking
  - Social/Cultural thinking
  - Economic thinking
  - Geographical thinking
  - Civic thinking
- Analyze the invention/innovation of the automobile through the five lenses of social studies

**Historical thinkers analyze artifacts and primary and secondary documents to investigate the past.**

- Differentiate between primary and secondary sources
- Evaluate each resource considering who wrote it and the author's perspective, as well as when and where it was written
- Analyze primary documents for evidence to support a claim
- Compare and contrast primary and secondary accounts

**Innovations have intended and unintended consequences.**

- Identify consequences of the invention of the automobile
- Categorize the consequences as intended or unintended
- Analyze whether the consequences were positive or negative

**Innovations change over time.**

Identify factors that encouraged changes to an innovation over time.  
Document the evolution of the automobile, ex. compare "then and now"  
Make predictions about future developments to the automobile

**Unit 2 Inquiry Questions:**  
**How does an innovation evolve over time?**  
**What are the benefits and/or unintended consequences of innovations?**

**Content Vocabulary:** innovation, innovator, five lenses: thinking historically, socially/culturally, economically, geographically, civically

**Academic Vocabulary:** claim, evidence, prediction, consequences, primary sources, secondary sources

**Big Ideas & Formative Understandings**

**Thinking historically, geographically, economically, socially/culturally, and civically provides a way to investigate and learn about topics in social studies.**

- Analyze in a small group one of four innovations (cotton gin, reaper, railroad, water-powered mills) through the five lenses of social studies
  - Historical thinking
  - Social/Cultural thinking
  - Economic thinking
  - Geographical thinking
  - Civic thinking
- Analyze an innovation independently through the five lenses of social studies

**Historical thinkers analyze artifacts and primary and secondary documents to investigate the past.**

- Differentiate between primary and secondary sources
- Evaluate each resource considering who wrote it and the author's perspective, as well as when and where it was written
- Analyze primary documents for evidence to support a claim
- Compare and contrast primary and secondary accounts

**Innovations have intended and unintended consequences.**

- Identify consequences of an innovation
- Categorize the consequences as intended or unintended
- Analyze whether the consequences were positive or negative

**Innovations change over time.**

- Identify factors that encouraged changes to an innovation over time
- Document the evolution of an innovation, ex. compare "then and now"
- Make predictions about future developments of an innovation

**STATE AND NATIONAL STANDARDS**

**ILLINOIS LEARNING STANDARDS FOR SOCIAL STUDIES**

STATE GOAL 14: Understand political systems, with an emphasis on the United States.

14.A.2 Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.

14.B.2 Explain what government does at local, state and national levels.

14.C.2 Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).

14.D.2 Explain ways that individuals and groups influence and shape public policy.

STATE GOAL 15: Understand economic systems, with an emphasis on the United States.

15.A.2a Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.

15.A.2b Describe how incomes reflect choices made about education and careers.

15.B.2a Identify factors that affect how consumers make their choices.

15.B.2c Explain that when a choice is made, something else is given up.

15.C.2a Describe the relationship between price and quantity supplied of a good or service.

15.C.2c Describe how entrepreneurs take risks in order to produce goods or services.

15.D.2b Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.

15.E.2a Explain how and why public goods and services are provided.

15.E.2b Identify which public goods and services are provided by differing levels of government.

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

16.A.2a Read historical stories and determine events which influenced their writing.

16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.

16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.

16.C.2c (W) Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of the capitalism and the information/communication revolution

16.A.1c Describe how people in different times and places viewed the world in different ways.

16.C.2c (US) Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.

16.E.2a (US) Identify environmental factors that drew settlers to the state and region.

16.E.2b (W) Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.

STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

17.A.2a Compare the physical characteristics of places including soils, landforms, vegetation, wildlife, climate, natural hazards.

**C3 FRAMEWORK (COLLEGE, CAREER & CIVIC LIFE) FOR SOCIAL STUDIES STANDARDS**

**INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING AND SUPPORTING QUESTIONS, AND**

D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).

D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

D1.3.3-5. Identify disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.

**INDIVIDUALLY AND WITH OTHERS, STUDENTS**

D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

**D2.Civics**

1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.

6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

12.3-5. Explain how rules and laws change society and how people change rules and laws.

13.3-5. Explain how policies are developed to address public problems.

14.3-5. Illustrate historical and contemporary means of changing society.

**D2.Economics**

1.3-5. Compare the benefits and costs of individual choices.

2.3-5. Identify positive and negative incentives that influence the decisions people make.

3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

4.3-5. Explain why individuals and businesses specialize and trade.

6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.

8.3-5. Identify examples of external benefits and costs.

13.3-5. Describe ways people can increase productivity by using improved capital goods & improving their human capital.

**D2.Geography**

1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.

2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

5.3-5. Explain how the cultural and environmental characteristics of places change over time.

6.3-5. Describe how environmental & cultural characteristics influence population distribution in specific places or regions.

7.3-5. Explain how cultural & environmental characteristics affect distribution and movement of people, goods, and ideas.

8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.

**D2.History**

1.3-5. Create & use chronological sequence of related events to compare developments that happened at the same time.

<p>17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments.</p> <p>17.B.2a Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement.</p> <p>17.C.2b Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications).</p> <p>17.C.2c Explain how human activity affects the environment.</p> <p>17.D.2a Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.</p> <p>STATE GOAL 18: Understand social systems, with an emphasis on the United States.</p> <p>18.B.2a Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).</p> <p>18.B.2b Describe the ways in which institutions meet the needs of society.</p> <p>18.C.2 Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.</p>	<p>2.3-5. Compare life in specific historical time periods to life today.</p> <p>3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>5.3-5. Explain connections among historical contexts and people's perspectives at the time.</p> <p>6.3-5. Describe how people's perspectives shaped the historical sources they created.</p> <p>9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.</p> <p>10.3-5. Compare information provided by different historical sources about the past.</p> <p>12.3-5. Generate questions about multiple historical sources &amp; their relationships to particular historical events and developments.</p> <p>13.3-5. 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>14.3-5. Explain probable causes and effects of events and developments.</p> <p>16.3-5. Use evidence to develop a claim about the past.</p> <p>17.3-5. Summarize the central claim in a secondary work of history.</p> <p>Evaluating Sources and Using Evidence</p> <p>D3.1.3-5. Gather relevant information from multiple sources using the origin, structure, and context to guide the selection.</p> <p>D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.</p> <p>D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>D3.4.3-5. Use evidence to develop claims in response to compelling questions.</p> <p>Communicating Conclusions and Taking Informed Action</p> <p>D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, &amp; details with relevant information &amp; data.</p> <p>D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>
<p>New Illinois Learning Standards for English Language Arts</p> <p>WRITING</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons &amp; information.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, &amp; research.</p>	<p>READING</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>