Illinois Learning Standards for Social Science

Katie Elvidge - Social Science Content Specialist
Workshop Objectives

• Quick Standards Refresher
• Social Science in the Classroom
• Experience Classroom Activities
• Resources
A few reminders...

› Standards are not forcing you to change the content

› Rather, they *are* asking you to change the way you think about students’ roles in social science classes
  – want students to take more active role in learning process
  – asking questions, learning how to discover the answers, communicating their learning, and applying what they’ve learned by being active in their school, community, and beyond

› Inquiry goes hand in hand with content - they work together to shape future citizens who can think about and solve issues.
What goals do we have for our students in the future?

› Provide students the skills they need to be functional citizens

› Students take ownership of learning to truly understand material
  – Engage them in the curriculum

› Intensified focus on understanding the why things happened and the impact of those events
  – Less focus on memorization of dates/names
  – Focus on key skills and concepts
Components of Standards

Standards are divided into two portions that work in tandem - Inquiry Skills and Disciplinary Concepts

Inquiry skills are the method in which you accomplish your disciplinary concepts

- Divided into 3 main areas that mirror the dimensions of the C3 Framework:
  - Developing Questions and Planning Inquiries
  - Evaluating Sources and Using Evidence
  - Communicating Conclusions and Taking Informed Action

Disciplinary Concepts are divided into 4 categories: Civics, Geography, Economics, and History

- Do not focus on memorization of facts or dates but rather work towards an understanding of more complex concepts.
- Specific content should be determined locally and reflect the state mandates

The Inquiry Skills guide HOW students should learn about the Disciplinary Concepts
These are the skills students should use...

The components of the inquiry skills, when used together, form an inquiry arc that should guide learning in the classroom.

...to understand these concepts
### Standards Format

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>- based on themes and aligned to the disciplinary concepts.</td>
<td>- banded by levels of complexity rather than grade levels</td>
<td>- organized around typical course structures: history, civics, geography, economics (psychology, sociology, and anthropology)</td>
</tr>
<tr>
<td>- The themes are:</td>
<td>- most classrooms are comprised of a wide array of ability levels and challenges, a complexity continuum was developed to meet the varying cognitive needs of adolescents and address the range of difficulty of the standards</td>
<td>- cross-curricular integration encouraged</td>
</tr>
<tr>
<td>- Kindergarten: My Social World</td>
<td>- Ideally, by the end of eighth grade, students should have practiced and experienced the less, moderate, and more complex standards in preparation for high school</td>
<td></td>
</tr>
<tr>
<td>- First Grade: Living, Learning, and Working Together</td>
<td></td>
<td></td>
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<tr>
<td>- Second Grade: Families, Neighborhoods, and Communities</td>
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<tr>
<td>- Third Grade: Communities Near and Far</td>
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<td></td>
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<tr>
<td>- Fourth Grade: Our State, Our Nation</td>
<td></td>
<td></td>
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<tr>
<td>- Fifth Grade: Our Nation, Our World</td>
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</tbody>
</table>
Inquiry helps to weave together ELA strands.

ELA focuses on critical skills that strongly correlate with the Inquiry Skills portion of the Social Science Standards.

Science Practices (SEP)

Math Practice Standards 1 & 3

Social Emotional

- Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.
- Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
The top of each document lists possible connections that could occur *depending on the tasks planned by the teacher.*
The Illinois Learning Standards for Social Science and the C3 Framework share the same five instructional shifts.

Those shifts are:

– Craft questions that spark and sustain an inquiry.
– Cultivate and nurture collaborative and civic spaces.
– Integrate content and skills purposefully.
– Promote literacy practices and outcomes.
– Provide tangible opportunities for taking informed action.

The shifts and Inquiry Skills are asking us to adjust our thinking on the methods students use when interacting with content.

Teacher becomes a facilitator of learning rather than sole source of learning.

- Plan units with Essential Questions
  - What are the big take-aways or enduring understandings I need students to understand from this unit?
- Allow students the opportunity to process information and draw conclusions
- You’re still the expert in the room! Ask probing questions and redirect when needed.

Engage students in the topic and allow them to ask questions that can be used to guide learning.

- Use an image, quote, audio/visual clip, etc. to pique student interest about topic
- Allow students to generate questions about topic and connect their questions to Essential Questions of unit
What does this mean for my classroom?

› Need to provide multiple methods for our students to access and understand information.
  – Use a variety of sources, not just the textbook and lecture, for students to learn about topics
    › Incorporate primary sources or other secondary sources, especially those from a variety of perspectives
    › Discuss validity of sources and bias when applicable
  – Plan multiple activities in the course of the unit that allow students to access the information and draw conclusions

› Ensure assessments match learning objectives from unit.
  – How can students demonstrate all they’ve learned? What format (or combination) is best suited to their learning?
  – Is there an opportunity for students to take action based on their learning?
How can I possibly incorporate more content into my already busy day without a Social Science block?

› Look at what you’re already doing (reading series or literacy curriculum) and see where these standards fit (ex: units themed around stories in your ELA block)

› For Example: SS.EC.1.K: Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).
  – Read Aloud a book about this topic
  – Incorporate the word scarcity into your discussion of the story
  – Reinforce concept with classroom activity
  – Encourage kids to continue using the word scarcity in other situations

› Word wall? Other stories? Real-world situations?

Take the standards for your grade level and highlight key words/themes - use that as a starting point to see where these topics fit with what you’re already doing in the classroom
What if I have time set aside for social science in my classroom?

For example, a classroom with...

› 45 minute social studies block daily
› access to a textbook about US History to support district-chosen curriculum

Now what??

1. Does your textbook align to the new Social Science Standards? All of it? Parts of it?
2. Does your resource include access to primary sources? Other perspectives?
3. Elementary - Are there parts of your ELA series that pairs well with different standards?
4. Find resources to fill the gaps.
Children’s Literature Connections

- Grade Specific
- Full Standards Included
- Address:
  - Inquiry - Taking Informed Action
  - Civics
  - Geography
  - Economics
  - History

**Children’s Literature Connections to the Illinois Social Science Standards**

2nd Grade Theme: Families, Neighborhoods, and Communities

This packet provides a list of potential children’s books that may assist teachers with connections to the Illinois Social Science Standards. The Illinois Social Science Standards refer to this document fall into two complementary categories: inquiry and disciplinary. The categories are expected to be used simultaneously. The inquiry skills found within the inquiry standards, involve questioning, investigating, reasoning, and responsible action. These inquiry skills are to be used when learning about the disciplinary concepts of economics, geography, and history.

Included are the following:
1. Grade Level Social Science Standards
2. Books to assist with the Inquiry Standard of taking informed action.
3. Books to assist with the Civics Standards
4. Books to assist with the Geography Standards
5. Books to assist with the Economics Standards
6. Books to assist with the History Standards

These books listed can be a great resource when teaching the Illinois Social Science Standards. Of course, reading a book does not teach a standard. However, they can be used to reinforce the Illinois standards by:
- Introducing a concept, skill, or event
- Supplementing a lesson or unit
- Providing additional information for specific topics or standards

It is books that are the key to the wide world; if you can’t do anything else, read all that you can. —Jan Rankin

**Children’s Book List**

**Grades 2-5 Inquiry Standard 2:**

The following books address standard 2, the inquiry skill of “taking informed action.” By providing students everyday of how they can take informed action.

<table>
<thead>
<tr>
<th>Books</th>
<th>Description</th>
<th>Standards Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Boy Who Invented the Wind</td>
<td>Written by Marion Dane Bauer and illustrated by Ed Young</td>
<td>2.5.1.8. Use listening, conversing building and voting procedures to make decisions on and take action in their classrooms.</td>
</tr>
<tr>
<td>Annie’s Pony</td>
<td>Written by Brenda Power and illustrated by Robin Preiss Glasser</td>
<td>2.5.1.8. Use listening, conversing building and voting procedures to make decisions on and take action in their classrooms.</td>
</tr>
<tr>
<td>Marvelous Mermaid</td>
<td>Written by Margaret Wild and illustrated by Sean Cooper</td>
<td>2.5.1.8. Use listening, conversing building and voting procedures to make decisions on and take action in their classrooms.</td>
</tr>
<tr>
<td>The Invisible Boy</td>
<td>Written by Kevin Henkes</td>
<td>2.5.1.8. Use listening, conversing building and voting procedures to make decisions on and take action in their classrooms.</td>
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<tr>
<td>It’s a Small World After All</td>
<td>Written by Margery Cuyler and illustrated by Kristyna Littenberg</td>
<td>2.5.1.8. Use listening, conversing building and voting procedures to make decisions on and take action in their classrooms.</td>
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</table>
Experience Classroom Activities

Each of these could be *ONE PART* of a unit of inquiry in the classroom.
Lesson Focus
- People can satisfy their wants by saving
- Every choice has costs and benefits

Essential Questions
- Why is it important to think about costs and benefits when we make choices?
- What is the difference between costs and opportunity costs.
Have you ever had to make a choice with more than two alternatives?
1. Why is the money jar only partly full?
2. Where does the money in the jar come from?
3. What do we call money that we are keeping for later?
4. What does Rosa’s mother decide to do with the money in the jar?
Something Special for Me

1. Why did Rosa cry after they left the camping store?
2. What are Rosa’s wants?
3. What could Rosa do to help her choose how she wants to spend the money in the jar?
<table>
<thead>
<tr>
<th>Alternatives</th>
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<tbody>
<tr>
<td><img src="image1" alt="Roller Skates" /></td>
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<table>
<thead>
<tr>
<th>Positives (Benefits)</th>
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<table>
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<tr>
<th>Negatives</th>
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</table>


1. What were Rosa’s alternatives?
2. What were some positives (benefits) of each alternative?
3. What were some negatives for each alternative?
4. What is a cost of choosing the roller skates?
Opportunity Cost

When we make a choice, our opportunity cost is the second best alternative.

Costs are all of the things we give up when we make a choice. Opportunity Cost is the second best alternative when we make a choice.
### Rosa’s Birthday Choice

<table>
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<tr>
<th>Best Alternative</th>
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<table>
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<tr>
<th>Second Best Alternative</th>
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<table>
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<tr>
<th>Third Best Alternative</th>
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<table>
<thead>
<tr>
<th>Fourth Best Alternative</th>
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**Rosa’s Decision**

I think Rosa should choose ________________ so she has to give up the opportunity to choose her second best alternative ________________.

**Rosa’s Opportunity Cost**

Rosa’s opportunity cost is ________________.

---

**Alternatives**

<table>
<thead>
<tr>
<th>Roller skates</th>
<th>Outfit</th>
<th>Tent</th>
<th>Accordion</th>
</tr>
</thead>
</table>
Graphing Rosa’s Choice

Math Extension Activity Only
Graphing Rosa’s Opportunity Cost
Something Special for Me

1. What did Rosa decide to purchase?
2. Why did Rosa choose the accordion?
3. What were Rosa’s wants?
4. How did Rosa satisfy her wants?
Let’s remember...

1. Why do we have to make choices?
2. Why is it important to think about costs and benefits when we make choices?
3. What is opportunity cost?
4. What is the difference between cost and opportunity cost?
A Decision with Three Alternatives

Julie’s Problem
Today is Julie’s birthday. Julie’s aunt gave her money so she could pick her own present. Julie wants a game, a soccer ball, and a teddy bear. Julie only has enough money for one toy. Julie has to make a choice. Julie made a decision chart to help her decide what to choose. Look at Julie’s chart. Read the positives (benefits) and negatives of each alternative.

Rank Julie’s alternatives. Write 1 below her best choice, 2 below her second-best choice, and 3 below her third-best choice.

Julie’s Decision
Circle the alternative Julie should choose.

Julie should choose this alternative because

Julie’s Opportunity Cost
Circle Julie’s opportunity cost.

How can you tell which alternative is the opportunity cost?
<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Positives (Benefits)</th>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can play inside.</td>
<td>You can practice for your soccer game.</td>
<td>You can sleep with it.</td>
</tr>
<tr>
<td>You can’t play by yourself.</td>
<td>Can’t play if it is raining.</td>
<td>It could get dirty when you play with it.</td>
</tr>
</tbody>
</table>
**QUESTION FORMULATION TECHNIQUE**

Right Question Institute - FREE Educator Network [www.rightquestion.org](http://www.rightquestion.org)

On RQI’s site:
- Videos from QFT with various applications [http://rightquestion.org/educators/videos/](http://rightquestion.org/educators/videos/)
- Forums on Educator Network - LOTS of educators sharing examples directly in forum, including a few links to external tables of ideas (some overlap exists between these two links):
  - [https://docs.google.com/document/d/10zW5gxD0qgQJdixGncLijoXS7zDPATdDS6G87vKBDr/edit](https://docs.google.com/document/d/10zW5gxD0qgQJdixGncLijoXS7zDPATdDS6G87vKBDr/edit)
  - [https://airtable.com/shrA5rmCFDP4gx46/tbLO6B8GwEBnB9c9dk](https://airtable.com/shrA5rmCFDP4gx46/tbLO6B8GwEBnB9c9dk)
Step 1

With your group, write down as many questions as you can about the focus.

**Rules**

- Do not stop to discuss, judge, or answer any question.
- Write down every question exactly as it was stated.
- Change any comments to questions.

What might be difficult about following these rules for us? For our students?
Step 2

- Follow the rules for producing questions.
- Number your questions.
Categorize each question as closed (C) or open (O)

- A closed question has short, direct answers
- An open question requires more explanation.

*Could also use explanation and argument

Explanation - researchable and can be reported as fact
Argument - choose a position and defend it with evidence

*Many thanks to Emily Crement for the alternate wording suggestion!
Step 4

- Are there any questions you want to revise?
- Choose at least one question to change from closed (explanation) to open (argument)?
- Choose one question to change from open to closed?

Add those new questions to your list too.
Step 5

Select the 2 most interesting questions you think the group should discuss.
Please share...

- What were your two priority questions?
- Your rationale for selecting those questions.
What do I do with questions generated?

Several options exist for how these questions can be used in the classroom to guide inquiry:

- Students are divided into groups, different groups focus their inquiry on different questions
  - Based on groups they used to do QFT
  - Based on student choice of question to investigate

- Use questions generated to “drill down” to one essential question to guide the whole class
  - Other questions generated could become supporting questions
Classroom Inquiry Example

First Grade Classroom in Hillsboro, IL
Shonda Ronen
What questions do you have about this picture?
IF FIRST GRADERS CAN DO IT...

Questions They Developed:

- Is she nervous? (Emsal)
- Where are they going?
- Why does she have a book & ruler?
- Did someone throw a tomato? Who?
- Is there blood on the wall?
- What is the note in his pocket?
- Are they police officers? U.S. marshalls
- Why do they have medals?
- Why is she by herself?
- Why are the men surrounding her?
- Is she in trouble?
- Why are they ignoring her?
- Does she live in a castle?

Plans for Research:

- internet
- ask soldiers
- Facebook
- God
- google
- Books
- amazon
- netflix
- Siri
- YouTube
- phone
- teacher
- principal
- look for the girl, ask her
- ask people in-town or family
IF FIRST GRADERS CAN DO IT...

RESEARCHING & DEVELOPING MORE QUESTIONS:

TAKING ACTION:

- Writing Letters to Ruby Bridges
- Group presentations to the other 4 first grade classrooms explaining what they had learned from their inquiry.
IF FIRST GRADERS CAN DO IT...

Dear Ms. Bridges,

My name is Alex. I am in first grade. We have been learning about you. I think you were brave and nice. You helped our world. I get to go to school with everyone. Thank you for integrating our schools. Did anyone say smart? Do you still talk with Mrs. Henry? Do you have white friends now?

Yours Truly,

Jan. 9, 2017

My name is Kiara. I am in 1st grade. We have been learning about you. I think you helped things change. The world was brave and peaceful. You helped black people. I get to go to school and be friends with Ken. Thank you for black and white people being friends and changing the laws. Do you still talk to Mrs. Henry?

Yours Truly,

Jan. 9, 2017
WHAT DID THEY LEARN?

- Students actively participated in each step of the inquiry arc.
- This unit also fulfilled a state mandate: African American History

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Black History.

- The inquiry skills were used to teach the history standard:

  **SS.H.2.1**: Describe individuals and groups who have shaped a significant historical change.
THAT’S NOT ALL...

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text (“segregate”/“integrate”)
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.1.7 Participate in shared research and writing projects.
- SL.1.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

What’s Next? Let Them Decide!
Classroom Inquiry Example

Fourth Grade Classroom in Hillsboro, IL
Marcy Jorn and Shonda Ronen
4th Grade Classes in Beckemeyer Elementary
“The students were intrigued by the fact that a bill starts as simply an idea. This inquiry was structured to be very open-ended as students could choose to investigate how a bill becomes a law and then try to come up with an idea to drive change at the school, local or state level. This flexibility allowed students to distinguish the roles of the different officials. They quickly learned that some of their proposals didn't need to go to the Senator or Mayor but were more related to our own district and could be heard by the principal and superintendent/school board. Other proposals needed to be brought to the Mayor, Representative or Senator.”
Classroom Inquiry Example

What's it like to be in office?

Can you outlaw smoking?

How many people does it take to turn a bill into a law?

How did Congress start getting new laws?

Why are people still littering even though it is a law?

Will there be a law where texting is legal?
**Information about Unit:**

Throughout the month of April, Mrs. Jom's Class and their students have been learning the following new Illinois Social Science Standards through an inquiry-based unit on civics:

- Distinguish the responsibilities and powers of government officials at the local, state, and national levels.
- Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
- Identify core civic virtues such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives and democratic principles such as equality, freedom, liberty, and respect for individual rights that guide our state and nation.
- Explain how rules and laws change and why people change rules and laws in Illinois.

We have already been visited by Representative Avery Bourne and Mayor Sullivan. We are learning so much from these primary sources.

Senator Andy Manar will be here on Tuesday, April 11th to speak with the students and answer their questions about state laws and how state government works.

We hope that this will be a valuable learning experience for all of the students in learning the above civics standards. We want our students to learn the importance of civic engagement. We told students to try to "dress their best" on this special day when they get to meet Senator Manar. Please talk with your child about questions he/she may want to ask the Senator. We have attached a sheet for your child to record his/her questions. Students have been researching certain questions throughout this month. They may want to ask Senator Manar specific questions related to their research topic.

As always, thank you for your continued support!
Dear Principal Fraley,

I have been noticing that in my class in the afternoon the kids cannot stop running around in their seats. The teacher Mrs. Lee has been getting mad about it. So I have been thinking maybe an extra 15 minute recess would be good for kids.

Sincerely,

Zoe Fullmer
Fourth Grade Student in Mrs. Jones Class

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Dear Senator Manar,

I read how you used hemp as a currency in tramp in my question. Now I know that if one person made laws it would be a mess people would fight and complain, can you come again next to the class room going taken in 5th grade please.

Sincerely,

Gerard Wilson
Fourth Grade Student at Beckemeyer School
Classroom Inquiry Examples

Middle School US History Unit Examples
During this unit, students will discover how the founding documents provide a platform for our nation to constantly evolve to become “more perfect”.

How do we obtain a more perfect union?

- What is a more perfect union and where did the idea come from?
- Why was the Articles of Confederation considered a weak form of government?
- How were the needs and desires of the people (then and now) addressed in the Constitution?
A more perfect union

1st

What is a union?
Who + when formed our original union?
Why did we form a union?

2nd

What does a more perfect union mean?
How do we get a more perfect union?
Who can help make AMPU?
Where did phrase come from?
Why are there different interpretations?

3rd

What is a union?
What union are we part of? What type?
Who is in charge of our union?

A more perfect union

Where does this phrase come from?
Who said it?
What does a more perfect union mean?
Who decides if it's a more perfect union?
Were there conflicts in our union to make it imperfect?

Changes in our union

How is our union different now than it was before?
What conflicts have caused us to change our union?
What has changing our union caused?

Who influenced changes in the union?
How has our union changed throughout history?
How will these changes impact our union?
Preamble

Everyone in America working together to keep making our country better seek fairness. Give people the rights they deserve and give justice to all. And ensure peace for everyone. Plus give people protection everyday. And make sure people have health, safety, morality, and peace. Protect the good things (privileges) of freedom for the people of the world.

VERSION OF THE PREAMBLE

Everyone in America working together to make our country always better. Publish the law and order system of justice. Make sure of peace and harmony. Provide defense for many people in our country. Give welfare to the common people. To keep safe our dreams of freedom for us and future generations. We invest and publish this system of advances and fundamentals, for our country the U.S.A.
During this unit, students will discover why the United States fought for independence and how the Founding Documents addressed the issues brought about by the Revolutionary War. Students will also explore the impact the Revolutionary War had on World history.

What Rights Would have to be Threatened for People to Challenge Authority?

- What is the difference between a revolution and a rebellion and what would cause someone to revolt/rebel?
- How were the causes of the Revolutionary War addressed in our Founding Documents?
- Why was the American Revolution an important event in world history?
During this unit, students will discover the different types of expansion and how expansion often creates or leads to conflict.

How does Expansion Lead to Conflict?

- What is expansion and its consequences?
- How did technology impact economic expansion?
- How was expansion justified?
What causes the territories to change?

How did they decide who owns the land?

What factors helped the country (colonies) to expand?

Why did the Indian territory shrink?

Did we have a war with Spain?

How many different regions took part in claiming territory?

How did the Indians (Native Americans) react to the expansion?

What does this have to do with a more perfect union?

What is a territory?
The American Civil War

How did the events of the Civil War and Reconstruction have a lasting impact on current events?

Why did sectional differences create tensions that led to war?

What social, political, and economic issues tended to divide Americans in the period prior to the Civil War?

How did western expansion cause the North and South to confront the issue of slavery?

How do nations recover from war?
Available Resources
Illinois-Specific Resources

› Illinois Social Science in Action website
  – [http://www.ilsocialscienceinaction.org/](http://www.ilsocialscienceinaction.org/) (is also linked from IL Classrooms in Action)

– Resources:
  › **Illinois Resources** - all resources created by Content Specialists specifically aligned to the Illinois Social Science Standards
  › **Resource Website** - external websites that may be helpful to support standards implementation in the classroom (many may be aligned to C3 Framework)
Newly-Released Illinois-Specific Resources

› Inquiry Graphics K-12
   - Intention is to support teachers with the goal of engaging students in the inquiry process
   - Statements include suggested steps for each stage of the inquiry process
   - Select grade level from: http://www.ilsocialscienceinaction.org/illinois-resources.html
Analyzing Source Packets
- K-2, 3-5, and 6-12
- By focusing on the documents, objects, photographs, and oral histories—students can get a glimpse into the past beyond what a textbook can provide.
- The purpose of this document is to provide teachers tools to assist students as they examine and analyze sources.
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• introducing a lesson, unit or concept
• supplementing a lesson or unit
• providing additional information for specific topics/standards

Of course, just reading a book does not teach a standard. However, they can be used to reinforce the learning standard by:
• introducing a lesson, unit or concept
• supplementing a lesson or unit
• providing additional information for specific topics/standards

It is books that are the key to the wide world; if you can’t do anything else, read all that you can. —Jane Hamilton
Katie Elvidge

- kelvidge@isbe.net
- www.ilsocialscienceinaction.org

- Illinois Resources - all resources created by Content Specialists specifically aligned to the Illinois Social Science Standards
- Resource Website - external websites that may be helpful to support standards implementation in the classroom (many may be aligned to C3 Framework)

www.ilclassroomsinaction.org
- Resources to support all content areas

Please provide some brief feedback by turning in the half sheet before you leave.

Thank you!!