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May, 2013

Dear CPS educators,

We're pleased to share the CPS ***Social Science Content Framework 3.0***. This Framework provides a clear path towards using thematically-based Social Science content as a platform to implement the Common Core State Standards (CCSS), woven together through a set of robust expectations to help prepare our students to become active and informed citizens who are critical thinkers and readers, and effective communicators.

The CPS Department of Literacy-Social Science Instruction has collaborated with university professors, community and national educational partners, and CPS teachers to develop the CPS *Social Science Content Framework 3.0*—a tool to support teachers focus Social Science instruction more intentionally on methods of inquiry, the analysis of primary and secondary source documents, and the effective communication of thoughts and ideas through the implementation of CCSS-H/SS. Today's students will need to develop and demonstrate competency in core subjects as well as develop essential skills that will better prepare them to participate as global citizens. In order to apply the knowledge and skills in post-secondary settings, the following instructional foci have been identified to help them to be college, career, and civic ready: Higher Order Thinking Skills, Content and Literacy in the Social Sciences, Literacy in Global Connections, Literacy in Civic Connections, and Literacy in Economic Connections. We thank our collaborators for their support and critical insights that have allowed us to develop a guide for educators that provides direction for implementation of Social Science content and pedagogies the CCSS standards, while also identifying academic resources to help teachers implement the framework.

This Framework provides clear expectations for each grade level in the form of **Planning Guides** that provide a roadmap for teachers to determine content learning targets that have the capacity to engage students in inquiry and analysis through the use of an appropriate balance of short/extended texts, informational/fictional and nonfictional texts, and practice modes of writing and speaking and listening exercises that allow students to express their ideas verbally and in written form. In this way, teachers will be intentional about implementing the CCSS-H/S in light of the instructional foci described above. It is critical that each student in every CPS classroom has access to a fundamental set of literacy experiences that supports the appropriate Social Science themes while preparing them for college and career success.

The Framework also includes **Toolsets** that provide examples of year-long Curriculum Maps, Unit Plans and Performance Assessments for every grade (K-10). These Toolsets provide teachers with guidance on how to plan their instruction to meet the expectations outlined in the Planning Guides while also meeting the needs of students. The examples can be adjusted by a grade level team for use in classrooms or simply referenced as Unit Plans are developed, the examples are not mandated or required curricula. Included in this document are the Toolset samples for Kindergarten, 3rd, 7th, and 10th grades. All other grade-level toolsets are available on the Knowledge Center ([kc.cps.edu](http://kc.cps.edu)).

We believe the *Social Science Content Framework 3.0* will provide teachers with proper guidance and helpful tools for successful implementation. Collaborative teacher teams that are working directly with our students are best positioned to design the instruction to be implemented in their classroom, and we hope these tools are useful in this process.

As always, if you have feedback, ideas for resources or have questions about the new standards, please do not hesitate to contact us at [commoncore@cps.edu](mailto:commoncore@cps.edu). We look forward to partnering with you to further refine our strategy and continue to provide support and resources for implementation. This journey together will help ensure that all students reach a level of achievement that puts them on the path to success in college and career. Thank you for all you do every day for our students.

Sincerely,



Barbara Byrd-Bennett



Annette Gurley

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# Overview

## CPS Social Science Content Framework – Version 3.0

### Overview

The Common Core State Standards for Literacy in History/Social Studies (CCSS-H/SS), initiated by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), articulate the skills and understandings that K-12 students must demonstrate in order to be college and career ready in social science literacy by the end of high school. The CCSS-H/SS is unprecedented in its articulation of what it means to demonstrate expert literacy within the discipline.

While the Common Core provides the expected vision for students' achievement, it does not dictate how teachers are to instruct. Therefore, the CPS Department of Literacy-Social Science Instruction has collaborated with university professors, community and national educational partners, and CPS teachers to develop the *CPS Social Science Content Framework 3.0*—a tool to support teachers as they focus Social Science instruction more intentionally on methods of inquiry, the analysis of primary and secondary source documents, and the effective communication of thoughts and ideas through the implementation of CCSS-H/SS.

The *CPS Social Science Content Framework 3.0* is the revised and enhanced version of the existing *CPS Social Science Content Framework 2.0* that is familiar to many CPS teachers. This document explains the rationale and theoretical grounding for the *Social Science Content Framework 3.0* as well as the content and skills Social Science students in CPS should learn, understand, and apply. This framework offers schools and teachers tools and structures to support the teaching and learning of the social sciences. It has been designed to allow flexibility in the actual design and teaching of specific units, as well as provide coherence across the district with grade-level content. Finally, it demonstrates how the critical skills can be implemented as students progress through the grade levels and prepare for their post-secondary education.

This document includes:

- An introduction to the Common Core State Standards for Literacy in History/Social Science (CCSS-H/SS)
- The instructional foci needed to implement the CCSS-H/SS and how these foci are evident in the *CPS Social Science Content Framework 3.0*
  - Higher Order Thinking Skills
  - Content and Literacy in the Social Sciences
  - Literacy in Global Connections
  - Literacy in Civic Connections
  - Literacy in Economic Ways of Thinking
- Components of the *CPS Social Science Content Framework 3.0*
  - Implementing the Instructional Foci in Social Science and Common Core State Standards
  - Unit Alignment to Social Science 3.0
  - District-wide Requirements and Illinois State Board of Education (ISBE) Mandates
  - K-10 Planning Guides
  - K-10 Curriculum Maps
  - Optional Grade-level Toolsets
- A suggested process for implementing the *Social Science Content Framework 3.0*
  - Toolsets (Curriculum Maps, Unit Plans, Performance Assessments, Scoring Tools, Cultural Integration)
- Appendix
  - Social Science Mandates Document – ISBE
  - Electronic Resources
  - Community Partner Resources

# Overview

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- Recommended Book List
- Glossary
- References

*Social Science 3.0* will provide greater guidance and support on how the social sciences can be used to help students ask and answer difficult questions, explore what it means to seek the common good, and develop essential literacy skills that make them college, career, and civic ready.

The *Social Science Content Framework 3.0* is an approach to teaching the social sciences that supports the interdisciplinary nature of literacy as outlined in the CCSS. The Social Science disciplines (History, Geography, Economics, Political Science, Anthropology, Sociology, and Psychology), Social Science 3.0 student objectives, and the Civic, Economic, and Global Connections provide a foundation for students to meet, advance, and master the CCSS in reading, writing, speaking, listening, and language and exhibit the following capacities of the literate individual (CCSS, 2010, p. 7):

- Demonstrate independence in comprehending and evaluating complex texts across a range of types and disciplines
- Build a strong content knowledge across a wide range of subject matters
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend and critique an author’s claims for sound reasoning
- Value and cite evidence when supporting points-of-view and written and oral interpretations of a text
- Use technology and digital media in a thoughtful and deliberate manner to improve reading, writing, speaking, listening, and language use
- Understand the diverse experiences and perspectives of other cultures

# Acknowledgements

## CPS Social Science Content Framework – Version 3.0

### Acknowledgements

The *Social Science Content Framework 3.0* was developed by the staff of the Department of Literacy in close collaboration with the Office of Teaching and Learning and with teachers from schools across the district. This group of Social Science specialists and teachers spent countless hours sharing their best thinking and extensive experience in planning, developing, reviewing, and revising the Social Science framework and accompanying sample tools. These documents represent our best understanding about how to address the challenge of implementing the Common Core State Standards for English Language Arts, specifically literacy in History and Social Studies in every CPS classroom.

The team would like to extend its thanks to the following individuals for their support and contributions.

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# Introduction

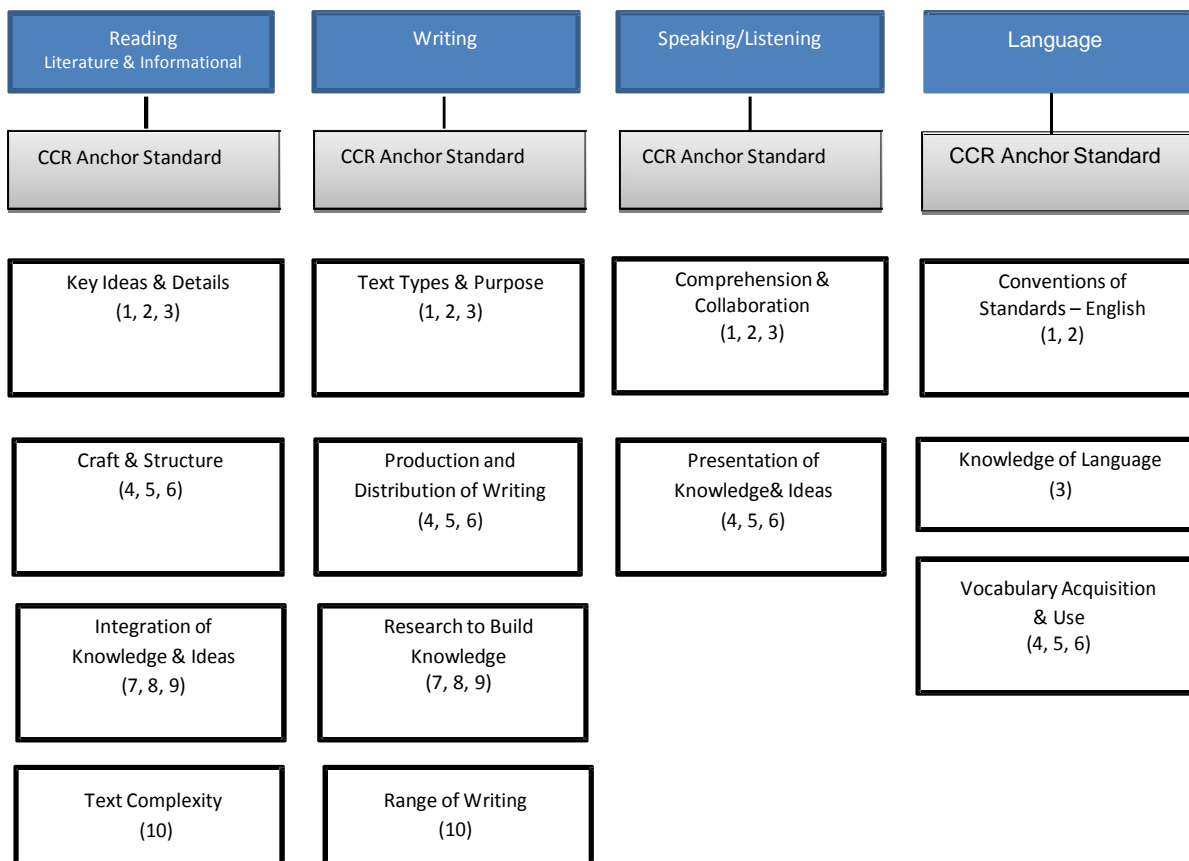
## CPS Social Science Content Framework – Version 3.0

### Introduction

#### An Introduction: The Common Core State Standards for Literacy in History/Social Studies

The structure of the Common Core State Standards for Literacy in History/Social Studies, CCSS-H/SS, consists only of the Reading and Writing strands for grades 6-12. To provide additional cohesion and specificity, the CCSS-H/SS threads College and Career Readiness (CCR) Anchor Standards across grades (6-12) and strands. Each CCR Anchor Standard corresponds with a grade-specific standard that translates into end-of-year expectations. In addition to following CCSS-H/SS, teachers who teach grades 6-12 should consult English Language Arts Speaking/Listening and Language standards as specified within those grade bands. For grades K-5, teachers are advised to refer to ELA Standards in Reading Informational Text, Writing, Speaking/Listening, and Language. These skills are not intended to be used as ends in themselves; rather, they are important elements of a comprehensive social science program that develops proficient readers, writers, speakers, and thinkers. Figure 1 illustrates these dimensions.

**Figure 1: Common Core State Standards for Literacy in History/Social Studies**



# Introduction

## CPS Social Science Content Framework – Version 3.0

When using the Common Core State Standards, think of a ladder. Anchor Standard 1, citing evidence from the text, forms one side of the ladder. The other side of the ladder is formed by Anchor Standard 10, “Read and comprehend complex literary and informational text independently and proficiently.” (CCSS, 2010, p. 60). The rungs of the ladder are composed of Reading Standards 2-9, which indicate a means for how to engage in Standard 1 with text(s) as specified in Standard 10. For example, a third grade reader would use Reading for Information Standard 9, comparing and contrasting important details and key points, by citing evidence (1) from complex text (10).

In the Writing Standards, the central modes are arguments, informative/explanatory texts, and narratives. The Standards for Speaking and Listening have direct implications for instruction in that they focus on oral communication and interpersonal skills; the Standards for Language require students to be conscious of linguistic conventions as well as how words are used in multiple contexts.

In addition to providing this continuity across grade levels, the CCSS-H/SS dramatically elevates the expectations of student performance. The differences between the former Illinois Learning Standards and the CCSS-H/SS are stark.

Illinois State Learning Standard for Social Science	Common Core State Standard for English Language Arts and Literacy
<b>IL STATE: (16.A.4b) Compare</b> competing historical interpretations of an event.	<b>CCSS-L: (RH.9-10.6) Compare</b> the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

<b>Standard = Content</b>	<b>Standard = Content + Literacy Practices</b>
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One of the most dramatic differences between the standards that have guided our teaching and learning to date and those we are now implementing is the integration of literacy practices with content expectations.

# Instructional Foci in the Social Sciences

## CPS Social Science Content Framework – Version 3.0

### Instructional Foci in the Social Sciences

Today’s students will need to develop and demonstrate competency in core subjects as well as develop essential skills that will better prepare them to participate as global citizens. In order to apply this knowledge and skills in authentic settings, the following instructional foci are required for students to be college, career, and civic ready: Higher Order Thinking Skills, Content and Literacy in the Social Sciences, Literacy in Global Connections, Literacy in Civic Connections, and Literacy in the Economic Ways of Thinking.

Additionally, our students and the City of Chicago are comprised of a mosaic of ethnicities and cultures – all of which deserve their place in the curriculum and instruction. It is critical that our city’s array of ethnicities and cultures are thoughtfully connected throughout every student’s education in a relevant and meaningful manner. These topics are not to be taught in isolation, but rather implemented across the curriculum and provide multiple perspectives of the contributions and successes that each has had upon our country and city. We want today’s students to be informed about and proud of their individual, cultural, and collective identities.

### Higher Order Thinking Skills

Higher order thinking skills (which include critical, logical, reflective, metacognitive, and creative thinking), depend upon an individual’s ability to apply, reorganize, and extrapolate knowledge in the context of any situation. Moreover, these skills are critical for asking and answering difficult questions and problem solving in real life situations (*Higher Order Thinking Skills*, Educational Service Program, [http://www.cala.fsu.edu/files/higher\\_order\\_thinking\\_skills.pdf](http://www.cala.fsu.edu/files/higher_order_thinking_skills.pdf)).

As a means to build students’ higher order thinking skills, the *Social Science Content Framework 3.0* places emphasis on thematic-based instruction. It aids students in connecting learning with key concepts and helps learners to determine relationships to Social Science concepts. Theme-based learning could be considered the “conceptual adhesive” that strengthens the bonds of knowledge for students. Themes that are related to students’ lives maximize interest and engagement, support meaning construction, and are essential to developing higher order thinking skills. The Framework focuses on four broad themes: Identity, Power, Justice and Injustice, and Conflict and Compromise. The Identity theme serves as the overarching theme that connects content across grade levels. The focus on identify allows students to explore who they are as individuals, as a part of different communities, and how the idea of identity has impacted our societies and continues to evolve over time.

The development of higher order thinking skills through the Social Sciences (which include disciplines such as Anthropology, Archeology, Economics, Geography, History, Law, Philosophy, Political Science, Psychology, Religion, and Sociology) help young people to make informed and reasonable decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent global world (National Council for the Social Studies, 2010).

### Content and Literacy in the Social Sciences

The *Social Science Content Framework 3.0* and CCSS-H/SS standards represent a cohesive and challenging vision for what it means to obtain higher levels of Social Science content and literacy. The various skills required in the framework and its standards will assist students with: (1) reading different types of text (fictional/nonfictional informational text), (2) making logical inferences from them, (3) integrating and evaluating Social Science content presented in diverse media and formats, (4) identifying, delineating and evaluating arguments and specific claims in an informational text, (5) and writing arguments to support claims so students can display knowledge through learning tasks and assessments of important concepts in the Social Sciences. These skill sets allow students to better interpret, investigate, communicate, and act on issues of local, national, and global significance.

# Instructional Foci in the Social Sciences

## CPS Social Science Content Framework – Version 3.0

### Literacy in Global Connections

Global competency is “the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance” (*Global Competency Matrix*, 2010). This competency is critical for students “to compete for jobs with increasingly well-educated young people from around the world” (Wagner, 2008). The knowledge, skills, and dispositions required for global learning include students’ ability to investigate the world beyond their immediate environment, recognize their own and others’ perspectives, communicate their ideas effectively with diverse audiences, and translate their ideas and findings into appropriate actions to improve conditions. Student mastery in global competency will make them better able to understand world events and effectively participate as a global citizen.

### Literacy in Civic Connections

CPS maintains that students should not only learn and apply Social Science content and skills to increase understandings in the discipline, but they should also do so in order to become informed and active citizens in an ever-changing global society. Literacy in Civics is critical to support and strengthen the civic mission of schools. Research suggests the civic knowledge and skills of our young people are waning along with the belief that engagement in public life is a worthwhile pursuit. Civic Literacy focuses on building teacher capacity to implement the six best practices of civic education as part of a coherent strategy to develop students ready for the challenges and opportunities of public life. The Carnegie Civic Mission of Schools Report ([http://civicmission.s3.amazonaws.com/118/f7/1/172/2003\\_Civic\\_Mission\\_of\\_Schools\\_Report.pdf](http://civicmission.s3.amazonaws.com/118/f7/1/172/2003_Civic_Mission_of_Schools_Report.pdf)) suggests six promising practices to build civic skills: (1) Service learning, (2) Instruction in law and governance, (3) Student governance, (4) Extra-curricular opportunities, (5) Classroom discussion of controversial issues, and (6) Simulations of democratic processes. The Framework is designed to examine content from a civic-minded perspective. The planning guides, curriculum maps, unit plans, and performance assessments reflect these best practices. It is important that students begin to understand and experience these practices early in their education. By introducing the civic practices and knowledge at a young age, students will have a better understanding of their rights and opportunities as well as their roles and responsibilities as citizens of this country.

### Literacy in Economic Ways of Thinking

The *CPS Social Science Content Framework 3.0* includes an emphasis on equipping students with the knowledge, skills, and tools to make wise financial decisions. Priority foci include economics, career exploration, investment, entrepreneurship, and money management.

By embedding economic ways of thinking throughout our history units, teachers will be able to prepare students for periodic study of financial literature. These broad historical connections better allow our students to go from the general topic of economic ways of thinking to the specific personal finance concepts, which are so vital to their personal and academic well-being.

The inclusion of these critical concepts in the framework provides an opportunity to bring elements of the CCSS to life for students and offers them practical ways to apply concepts they have learned. For example, the CCSS place an increased emphasis on reading and analyzing informational texts. Financial literacy concepts will help meet this standard by teaching students how to read financial documents and conduct financial research. The skill sets required in order to make our students more financially literate will push them academically, as well as prepare them with critical skills that will apply beyond school.

# Instructional Foci in the Social Sciences

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In summary, the framework is designed to examine content from a global perspective and help Social Science teachers organize instruction and provide relevant, literacy based, rigorous, and civic-minded curriculum to students to support their development as informed and active citizens in an ever-changing global society capable of making wise financial decisions and trigger changes in students' personal finance behavior.



# CPS Social Science Content Framework

## CPS Social Science Content Framework – Version 3.0

### CPS Social Science Content Framework 3.0

#### Implementing the Instructional Foci in Social Science and Common Core State Standards

As noted earlier, the primary objective of the framework is to provide tools and structures that support teachers in the design of strong, school-based Social Science and discipline-specific literacy instruction. In the following section, we describe the Unit Alignment to the Social Science 3.0 document, Social Science Planning Guides (district-wide requirement for the implementation of CPS Social Science 3.0 framework), optional grade-level Toolsets (Curriculum Maps, Unit Plans, Performance Assessments and Scoring Tools), and a “Getting Started” guide. See below for an overview of the following sections:

- Unit Alignment to Social Science 3.0
- District-wide Requirements
  - CPS Social Science 3.0 Planning Guides
  - Cultural Integrations
- Optional Grade-level Toolsets
  - Curriculum Maps
  - Unit Plans
  - Performance Assessments and Scoring Tools
- Getting Started
- Things to Remember

#### Unit Alignment to Social Science 3.0

The Unit Alignment to Social Science 3.0 (see Appendix, Document 2) provides a suggested scope and sequence and graphically indicates a recommended theme of focus (e.g., Identity, Power, Conflict/Compromise, and Justice/Injustice), unit titles, enduring understandings, and key social science content areas (i.e., Politics, Economics, History, Geography, Identity and Culture, and Civic Roles) covered in each unit, by grade and quarter. This document is intended to provide information on how to outline a curriculum map.

#### District-wide Requirements

##### The CPS Social Science 3.0 Planning Guides K-10

The CPS Social Science 3.0 Planning Guides are to be used by teachers across the district. The purpose of the Planning Guides is to provide a roadmap for teachers to determine content learning targets that are designed to engage students in inquiring about and analyzing content, citing evidence, and applying academic vocabulary related to the Social Sciences. An appropriate balance of exercise with short/extended texts, informational/fictional and nonfictional texts and modes of writing, speaking and listening allow students to express their ideas verbally and in written form, and to research projects

# CPS Social Science Content Framework

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(grades 6-10) over the course of an academic year. This will allow teachers to be intentional about implementing the CCSS-H/S in concert with the instructional foci described earlier.

### Cultural Integrations and Illinois State Board of Education Mandates

When teachers develop Unit Plans, they determine what the students will learn and know about the impact and contributions that have been made by the various cultures within our society. This is an important consideration that teachers must take into account. This is also an important opportunity for the students to learn about their individual background and how our society has benefited from the collective achievements and contributions that diverse cultures have made over time. Additionally, ISBE has identified mandates that are to be covered during instruction. A list of these mandates can be found at the end of this section on page .

CPS will develop and release a Cultural Integrations Guide that will support teachers in integrating the contributions and achievements of diverse cultures throughout the units. This guide will provide entry points on various topics, resources – both text and community based - that support the implementation, and sample units at each grade level. Connections will also be made to the ISBE mandates. The Cultural Integrations Guide will be **available in July 2013** for all CPS teachers.

### Curriculum Maps K-10

Curriculum Maps illustrate how texts, Performance Assessments, and Standards (those that are primarily assessed) might be laid out over the course of an academic year. The Curriculum Maps include:

- **Unifying Concepts** – Conceptual understandings that guide students’ thinking about relationships across a range of Social Science ideas.
- **Enduring Understandings** – Transferable big ideas that give content meaning and connect facts and skills.
- **Essential Questions** – Questions that guide student inquiry and focus instruction. They lie at the heart of a subject or a curriculum, and promote inquiry and discovery. For example, “How do individuals use political ideas to influence politics?” (Wiggins & McTighe, 2005, p. 57)
- **Selected Complex Texts** – Examples of suggested texts that may be used over the course of the year that increase in complexity. In selecting complex texts for instruction for grades K-8, we recommend that teachers use a variety of tools, such as: Fountas & Pinnell’s Leveling System or Lexile measures (the CCSS-L indicates higher Lexile measures in Appendix A, p. 8). In high school, texts were selected that approximate what students need to read to be ready for college and career and to become more critically aware.
- **Community and Partner Resources** – Resources provided by local and national partners that are aligned to the topics outlined in the *Social Science 3.0 Framework* to support teachers as they create their unit and lesson plans.

### Performance Assessments and Scoring Tool

End-of-unit Performance Assessments are summative in that they provide a summary of a student’s achievement in relation to learning standards; however, they may also be used formatively in that they provide teachers valuable information about what their students know and are able to do.

Scoring Tools, or Rubrics, are developed in conjunction with Performance Assessments. Scoring Tools are used to make transparent to students where they are in relation to a standard or learning outcome. To develop our sample Scoring Tools, we began by *unpacking* the primary Standards assessed—what do students have to know and be able to do?—and

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articulated the criteria in the “meets” column. From there, we fleshed out the other three columns from *emerging*, *developing*, and *exceeding*. Descriptors for emerging, developing, and exceeding are based on some piloted student work and will be refined over time to include a greater variety of possible student responses, reflective of additional piloting of assessments.

### Unit Plans

When teachers craft Unit Plans, they bring together many complex factors: knowledge of their students’ varied needs; content expertise; pedagogical acumen; a desire to make learning relevant; and a continuous process of reflection and revision given their end performance goals (Wiggins and McTighe, 2005, p. 14).

CPS developed sample unit plans for this framework. The purpose of the sample Unit Plans is to demonstrate how teachers can address unifying themes and use a variety of literacy practices and texts to scaffold students’ learning and their achievement of the Standards. Additionally, they provide examples of accommodations for diverse learners.

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## Social Science Mandates Document – Illinois State Board of Education

In addition to focusing on the content and skills identified in the Planning Guides of the *Social Science Content Framework 3.0*, CPS teachers are also charged with incorporating the content mandates identified by the Illinois State Board of Education (ISBE). The mandates, identified below, can be also be found at the ISBE site (with additional details):

[http://www.isbe.state.il.us/ils/social\\_science/mandates\\_2.htm#](http://www.isbe.state.il.us/ils/social_science/mandates_2.htm#).

The City of Chicago is comprised of a mosaic of ethnicities and cultures – all of which deserve their place in the curriculum provided to CPS students. It is important that the mandates and our city’s array of ethnicities and cultures are thoughtfully implemented. The Social Science Planning Guides provide general guidance on the broad topics and skills that are to be covered at each grade, and it is then the responsibility of teachers to incorporate these additional topics in the units. **These topics are not to be taught in isolation, but rather implemented across the curriculum.**

*The Department of Literacy-Social Science Instruction is developing a resource that will support teachers with this alignment process (available July 2013). This resource will be available on the Knowledge Center and will include entry points within the units identified in the Planning Guides, resources, and sample units at each grade level.*

### **African American History: Paragraph 27-20.4**

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Black History. These events shall include not only the contributions made by individual African Americans in government and in the arts, humanities and sciences to the economic, cultural and political development of the United States and Africa, but also the socio-economic struggle which African Americans experienced collectively in striving to achieve fair and equal treatment under the laws of this nation. The study of this material shall constitute an affirmation by students of their commitment to respect the dignity of all races and peoples and to forever eschew every form of discrimination in their lives and careers.

### **Civics and Patriotism: (105 ILCS 5/27 3) (from Ch. 122, par. 27 3) Sec. 27 3. Patriotism and principles of representative government — Proper use of flag — Method of voting Pledge of Allegiance.**

American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools and other educational institutions supported or maintained in whole or in part by public funds.

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No student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects. Instruction shall be given in all such schools and institutions in the method of voting at elections by means of the Australian Ballot system and the method of the counting of votes for candidates. The Pledge of Allegiance shall be recited each school day by pupils in elementary and secondary educational institutions supported or maintained in whole or in part by public funds. (Source: P.A. 92 612, eff. 7 3 02.)

### **Consumer Education: Sec. 27-12.1. Consumer education.**

(a) Subject to the provisions of subsection (b) of this Section, pupils in the public schools in grades 9 through 12 shall be taught and be required to study courses which include instruction in the area of consumer education, including but not necessarily limited to installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system. The State Board of Education shall devise or approve the consumer education curriculum for grades 9 through 12 and specify the minimum amount of instruction to be devoted thereto.

### **History Requirement: Sec. 27 21. History of United States.**

History of the United States shall be taught in all public schools and in all other educational institutions in this State supported or maintained, in whole or in part, by public funds.

"The teaching of history shall have as one of its objectives the imparting to pupils of a comprehensive idea of our democratic form of government and the principles for which our government stands as regards other nations, including the studying of the place of our government in worldwide movements and the leaders thereof, with particular stress upon the basic principles and ideals of our representative form of government.

"The teaching of history shall include a study of the role and contributions of African Americans and other ethnic groups including but not restricted to Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czech, Slovak, French, Scots, Hispanics, Asian Americans, etc., in the history of this country and this State.

"The teaching of history also shall include a study of the role of labor unions and their interaction with government in achieving the goals of a mixed free enterprise system.

No pupils shall be graduated from the eighth grade of any public school unless he has received such instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof.

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## **Holocaust and Genocide Study: From Ch. 122, par. 27-20.3**

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the Nazi atrocities of 1933 to 1945. This period in world history is known as the Holocaust, during which 6,000,000 Jews and millions of non-Jews were exterminated. One of the universal lessons of the Holocaust is that national, ethnic, racial, or religious hatred can overtake any nation or society, leading to calamitous consequences. To reinforce that lesson, such curriculum shall include an additional unit of instruction studying other acts of genocide across the globe. This unit shall include, but not be limited to, the Armenian Genocide, the Famine-Genocide in Ukraine, the Pontian Greek Genocide, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. The studying of this material is a reaffirmation of the commitment of free peoples from all nations to never again permit the occurrence of another Holocaust and a recognition that crimes of genocide continue to be perpetrated across the globe as they have been in the past and to deter indifference to crimes against humanity and human suffering wherever they may occur.

## **Irish Famine Study: Sec. 27-20.6**

Every public elementary school and high school may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland. This period in world history is known as the "Irish Famine", in which millions of Irish died or emigrated. The study of this material is a reaffirmation of the commitment of free people of all nations to eradicate the causes of famine that exist in the modern world.

## **Study of the Women of History: Sec. 27-20.5**

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the history of women in America. These events shall include not only the contributions made by individual women in government, the arts, sciences, education, and in the economic, cultural, and political development of Illinois and of the United States, but shall also include a study of women's struggles to gain the right to vote and to be treated equally as they strive to earn and occupy positions of merit in our society.

**Other: Arbor and Bird Day:** Sec. 27 18; **Leif Erickson Day:** Sec. 27 19; **American Indian Day:** Sec. 27 20; **Illinois Law Week:** Sec. 27 20.1

# Getting Started

## CPS Social Science Content Framework – Version 3.0

### Getting Started

When teachers meet with their grade-level and/or course teams to develop a CCSS-H/SS plan, how should they begin? The goal is for teacher teams to work together to determine how to implement the CCSS-H/SS within the context of their school:

- The clear and logical progression of the CCSS-H/SS outlines the expectations for what each student should know and be able to do by the end of their grade level in order to become college and career ready.
  - The *CPS Social Science Content Framework 3.0* and its sample toolsets guide teams as they develop the plans needed in order to implement classroom instruction aligned to the standards.
  - The following planning outline compiles practices and considerations to help teams translate the big ideas into the classroom.
1. Consider the five instructional foci in teaching Social Science and literacy in History/Social Studies that teachers must implement in order to support student success in meeting the CCSS-H/SS. What instructional strategies are already being used that support these foci?
  2. Consider the ways in which teachers engage students in inquiry-based learning activities. Additionally, teachers might want to consider what they need to add or change about their instruction in order to support the foci.
  3. Compare your curriculum and/or Social Science program with the CPS Social Science 3.0 Planning Guide for your grade level. How can you develop, revise, or refine your curriculum to incorporate the instructional foci present in its components?
  4. Consider whether or not there is an appropriate balance between fiction/nonfiction informational texts as specified in the Planning Guides.
  5. Construct (or revise) your grade-level Curriculum Map by addressing each component outlined in the grade level samples.
    - **Unifying Concept:** (1) Are the Unifying Concepts developmentally appropriate? (2) Do they engage your students? (3) Unifying concepts of high quality will promote student learning and provide a solid foundation upon which to build Essential Questions and complex text sets. (4) Unifying concepts should keep literacy instruction in pace with content area instruction.
    - **Enduring Understandings:** Enduring Understandings transfer big ideas that give content meaning and connect facts and skills.
    - **Essential Questions:** Do they promote inquiry around the content of each unit? If a teacher has been successful in planning and executing an effective unit, students should be able to respond to each Essential Question thoughtfully and provide support with a logical rationale.
    - **Complex Texts:** Do the texts in each quarter represent a grade-appropriate balance of short and extended fictional/nonfictional informational texts? Texts need to be connected to the unifying concepts and the Essential Questions of the unit. They need to increase in complexity over time from the beginning to the end of the year.
    - **Community and Partner Resources:** Are resources provided by local and national partners aligned to the topics outlined in the *Social Science 3.0 Framework*? Do those resources support teachers as they create their unit and lesson plans?
    - **Performance Assessments:** Are Reading Standards for Literacy in History/Social Studies 1 and 10 (or Reading Standards 1 and 10 for grades K-5) present in each assessment?

# Getting Started

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6. *Construct* (or revise) your Performance Assessments, Scoring Tools, and Units **in alignment with your** Curriculum Map.
  - **Performance Assessments & Scoring Tools:** Start by unpacking the Standards to determine what students should know and be able to do to meet them. This allows you to see the connections across Standards more clearly. Unpacking also provides you with the foundation for your task and your Scoring Tool. Ask yourself, does the task align to the cluster of Standards you are assessing? Does the Scoring Tool you are using to evaluate student performance align with the Standards it's evaluating through the task?
  - **Unit:** Do the learning activities outlined in the Unit teach the content knowledge and skills students will need to independently and proficiently complete the Performance Assessment? The learning activities in the Unit should revolve around Enduring Understandings and Essential Questions in a way that scaffolds student learning so they are proficient in the Standards being assessed at the end of the Unit.

### Things to Remember

- As you begin to select your focus Standards for the Performance Assessments, you will be considering your texts, Enduring Understandings, Essential Questions, Unifying Concepts, etc. all at the same time. Read across all of your documents to ensure that the changes you make in one align with what is outlined in another.
- The most important parts of the process will be your instruction, collaboration with colleagues, and ongoing reflection about how your students are doing. As you implement your Unit Plan, continue to meet with your colleagues to study students' work and revise your plan accordingly.

Never underestimate your professional judgment. Your knowledge of your students and their needs should always be the forerunner in your planning.



# Grades K-5 Unit Alignment

CPS Social Science Content Framework – Version 3.0

## K-5 Unit Alignment to Social Science 3.0

### Kindergarten

Grade Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Theme	<i>Individual Development and Identity</i>	<i>Types of Power, Authority, and Governance</i>	<i>Conflict and Compromise</i>	<i>Types of Power, Authority, and Governance</i>
Unit Title	<i>Me, Myself, and Others</i>	<i>School &amp; Me: Democratic Principles in Everyday Life</i>	<i>People: The Same and Different</i>	<i>People Working Together to Make Their Community Work</i>
Lenses	P E H G I C	P E H G I C	P E H G I C	P E H G I C

### First Grade

Grade Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Theme	<i>Time Continuity and Change</i>	<i>Individuals, Groups, and Institutions</i>	<i>People, Places, and Environments</i>	<i>Time Continuity and Change</i>
Unit Title	<i>Family Roles in Families that are Culturally the Same and Different</i>	<i>Family and Cultural Traditions</i>	<i>Families Around the World</i>	<i>Families Then and Now</i>
Lenses	P E H G I C	P E H G I C	P E H G I C	P E H G I C

### Second Grade

Grade Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Theme	<i>Types of Power, Authority, and Governance</i>	<i>Individuals, Groups, and Institutions</i>	<i>People, Places, and Environments</i>	<i>Culture</i>
Unit Title	<i>My Community</i>	<i>People in My Community</i>	<i>Communities Across Chicago</i>	<i>Different Communities</i>
Lenses	P E H G I C	P E H G I C	P E H G I C	P E H G I C

### Third Grade

Grade Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Theme	<i>Time Continuity and Change</i>	<i>Types of Power, Authority, and Governance</i>	<i>Individuals, Groups, and Institutions</i>	<i>Culture</i>
Unit Title	<i>Before Chicago</i>	<i>How Chicago Was Created</i>	<i>Chicago Today</i>	<i>Chicago and Cities from Around the World</i>
Lenses	P E H G I C	P E H G I C	P E H G I C	P E H G I C

# Grades K-5 Unit Alignment

CPS Social Science Content Framework – Version 3.0

## K-5 Unit Alignment to Social Science 3.0

### Fourth Grade

Grade Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Theme	<i>Time Continuity and Change</i>	<i>Types of Power, Authority, and Governance</i>	<i>Individuals, Groups, and Institutions</i>	<i>Culture</i>
Unit Title	<i>History of Illinois</i>	<i>Illinois Today</i>	<i>U.S. Regional Movement and Culture</i>	<i>Illinois and the World</i>
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C

### Fifth Grade

Grade Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Theme	<i>People, Places, and Environments</i>	<i>Time Continuity and Change</i>	<i>Time Continuity and Change</i>	<i>Individuals, Groups, and Institutions</i>
Unit Title	<i>The Americas Before People and Early Migrations</i>	<i>Development of Central and South America</i>	<i>Development of North America</i>	<i>Beginning of European Migration</i>
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C

Key	P = Politics	E = Economics	H = History	G = Geography	I = Identity and Culture	C = Civic Roles
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# Grades 6-8 Unit Alignment

CPS Social Science Content Framework – Version 3.0

## 6-8 Unit Alignment to Social Science 3.0

### Sixth Grade

Grade Focus	Quarter 1, Unit 1	Quarter 2, Unit 3	Quarter 3, Unit 5	Quarter 4, Unit 7
Theme	<i>Identity</i>	<i>Power</i>	<i>Power</i>	<i>Identity</i>
Unit Title	<i>Introduction to Geography</i>	<i>Development of Eastern Mediterranean</i>	<i>Development of Western Europe</i>	<i>Rise of Asia</i>
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C
Grade Focus	Quarter 1, Unit 2	Quarter 2, Unit 4	Quarter 3, Unit 6	Quarter 4, Unit 8
Theme	<i>Identity</i>	<i>Power</i>	<i>Power</i>	<i>Identity</i>
Unit Title	<i>Everything Out of Africa</i>	<i>Development of Western Mediterranean</i>	<i>Spread of Ideas</i>	<i>The Highway to Globalization</i>
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C

### Seventh Grade

Grade Focus	Quarter 1, Unit 1	Quarter 2, Unit 3	Quarter 3, Unit 5	Quarter 4, Unit 7
Theme	<i>Power</i>	<i>Identity</i>	<i>Justice/Injustice</i>	<i>Conflict/Compromise</i>
Unit Title	<i>Worlds Meet: Conflict, Challenges, and Change</i>	<i>The Meaning of Liberty</i>	<i>Challenges of Expansion</i>	<i>Promise of Reconstruction</i>
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C
Grade Focus	Quarter 1, Unit 2	Quarter 2, Unit 8	Quarter 3, Unit 6	Quarter 4, Unit 8
Theme	<i>Identity</i>	<i>Conflict/Compromise</i>	<i>Power</i>	<i>Identity</i>
Unit Title	<i>Early Colonial Americas</i>	<i>Confederation Nation</i>	<i>War or Rebellion</i>	<i>A Dream Deferred</i>
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C

# Grades 6-8 Unit Alignment

CPS Social Science Content Framework – Version 3.0

## 6-8 Unit Alignment to Social Science 3.0

### Eighth Grade

Grade Focus	Quarter 1, Unit 1	Quarter 2, Unit 3	Quarter 3, Unit 5	Quarter 4, Unit 7		
Theme	<i>Power</i>	<i>Justice/Injustice</i>	<i>Conflict/Compromise</i>	<i>Power</i>		
Unit Title	<i>Progress at What Cost?</i>	<i>Introduction of Modernity</i>	<i>World at War: Lasting Legacy</i>	<i>The Rise of America in the Modern World</i>		
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C		
Grade Focus	Quarter 1, Unit 2	Quarter 2, Unit 4	Quarter 3, Unit 6	Quarter 4, Unit 8		
Theme	<i>Identity</i>	<i>Power</i>	<i>Identity</i>	<i>Conflict/Compromise</i>		
Unit Title	<i>The Changing Face of America</i>	<i>America: Emerging Power</i>	<i>Changing Face of the World</i>	<i>East Meets West: America's Role in the World</i>		
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C		
Key	P = Politics	E = Economics	H = History	G = Geography	I = Identity and Culture	C = Civic Roles

# Grades 9-10 Unit Alignment

CPS Social Science Content Framework – Version 3.0

## 9-10 Unit Alignment to Social Science 3.0

### Ninth Grade

Grade Focus	Quarter 1, Unit 1	Quarter 2, Unit 3	Quarter 3, Unit 5	Quarter 4, Unit 7
Theme	<i>Identity</i>	<i>Power</i>	<i>Conflict/Compromise</i>	<i>Justice/Injustice</i>
Unit Title	<i>Introduction to Geography</i>	<i>Defining Power</i>	<i>Why is There No Peace?</i>	<i>Facing Justice</i>
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C
	Quarter 1, Unit 2	Quarter 2, Unit 4	Quarter 3, Unit 6	Quarter 4, Unit 8
Theme	<i>Identity</i>	<i>Power</i>	<i>Conflict/Compromise</i>	<i>Justice/Injustice</i>
Unit Title	<i>The Roots of Humankind</i>	<i>Interrogating Power</i>	<i>Current Events</i>	<i>Agents of Change</i>
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C

### Tenth Grade

Grade Focus	Quarter 1, Unit 1	Quarter 2, Unit 3	Quarter 3, Unit 5	Quarter 4, Unit 7
Theme	<i>Identity</i>	<i>Power</i>	<i>Conflict/Compromise</i>	<i>Justice/Injustice</i>
Unit Title	<i>An American Mosaic</i>	<i>Defining Power in America</i>	<i>Defining American Ideals</i>	<i>Defining American Ideals</i>
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C
	Quarter 1, Unit 2	Quarter 2, Unit 8	Quarter 3, Unit 6	Quarter 4, Unit 8
Theme	<i>Identity</i>	<i>Power</i>	<i>Conflict/Compromise</i>	<i>Justice/Injustice</i>
Unit Title	<i>The Emerging Identity of America</i>	<i>Interrogating American Power</i>	<i>Interrogating American Ideals</i>	<i>The Future of America</i>
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C

Key	P = Politics	E = Economics	H = History	G = Geography	I = Identity and Culture	C = Civic Roles
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# **Planning Guides K-10**





## Kindergarten CPS Social Science Planning Guide

	Quarter 1						Quarter 2						Quarter 3						Quarter 4					
<b>Theme</b>	<i>Individual Development and Identity</i>						<i>Types of Power, Authority, and Governance</i>						<i>Conflict and Compromise</i>						<i>Types of Power, Authority, and Governance</i>					
<b>Unit Title</b>	<i>Me, Myself and Others</i>						<i>School And Me: Democratic Principles In Everyday Life</i>						<i>People: The Same and Different</i>						<i>People Working Together To Make Their Community Work</i>					
<b>Enduring Understandings</b>	1. <b>Identity</b> is shaped by interactions between individuals and groups and the world around them. 2. <b>Civics</b> : Individuals have responsibilities to the various groups to which they belong.						1. <b>Identity</b> is influenced by dynamic interactions between individuals and groups. 2. <b>Civics</b> : School rules and responsibilities help individuals define roles as members of a community.						1. <b>Geography</b> : Humans interact with their environments to reflect their needs, interests, and values. 2. <b>Identity</b> is shaped by dynamic interaction between: individuals and groups; agency and structure; nature and environment.						1. <b>Civics</b> : Rules help people work together effectively. 2. <b>Identity</b> : Different rules are needed for different places.					
<b>Lenses</b>	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C
<b>Key</b>	P = Politics		E = Economics				H = History				G = Geography			I = Identity and Culture			C = Civic Roles							
<b>CCSS Reading</b>	<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text. <b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.						<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text. <b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).						<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text. <b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).						<b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).					
<p><b>Students should be exposed to informational reading daily.</b>  <b>Suggested genres to guide the teaching of complex text:</b>  <b>Literature:</b> adventure stories, folktales, legends, fables, historical fiction, myths, nursery rhymes, narrative poems, free-verse and limericks  <b>Informational texts:</b> biographies, autobiographies; books about history, social studies; science and the arts; technical text, including directions, forms and information displayed in graphs, charts or maps</p>																								
<b>CCSS Writing</b>	<b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).						<b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.						<b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						<b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					
Students should be involved in the writing process daily.																								
<b>CCSS Speaking and Listening</b>	<b>Report findings</b> SL.K.4-6 Speaking and Listening: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.						<b>Report findings</b> SL.K.4-6 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.						<b>Conduct discussions</b> SL.K.1 Speak audibly and express thoughts, feelings, and ideas clearly.						<b>Conduct discussions</b> SL.K.1 Speak audibly and express thoughts, feelings, and ideas clearly.					
Students should participate in collaborative conversations daily.																								

## First Grade CPS Social Science Planning Guide

	Quarter 1						Quarter 2						Quarter 3						Quarter 4					
<b>Theme</b>	<i>Time Continuity and Change</i>						<i>Individuals, Groups, And Institutions</i>						<i>People, Places, and Environments</i>						<i>Time Continuity and Change</i>					
<b>Unit Title</b>	<i>Family Roles in Families that are Culturally the Same and Different</i>						<i>Family and Cultural Traditions</i>						<i>Families Around the World</i>						<i>Families Then and Now</i>					
<b>Enduring Understandings</b>	1. <b>Economics:</b> Individual economic choices are driven by a wide variety of factors. 2. <b>Identity:</b> All families are not structured the same. 3. <b>Civics:</b> Members of a family have different roles and responsibilities to each other.						1. <b>History:</b> Knowledge of our ancestors helps us understand who we are. 2. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.						1. <b>Geography:</b> Our ancestors migrated from different places in the country and the world. 2. <b>Identity:</b> Our family traditions and celebrations can be traced to the places of our ancestors.						1. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the past. 2. <b>Politics:</b> The study of political, economic, and social patterns reveals continuity and change over time. 3. <b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors and all economic choices have consequences.					
<b>Lenses</b>	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C
<b>Key</b>	P = Politics			E = Economics			H = History			G = Geography			I = Identity and Culture			C = Civic Roles								
<b>CCSS Reading</b>	<b>RI.1.2</b> Identify the main topic and retell key details of a text. <b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.						<b>RI.1.2</b> Identify the main topic and retell key details of a text. <b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.						<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>RI.1.8</b> Identify the reasons an author gives to support points in a text.						<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).					
<p><b>Students should be exposed to texts daily.</b>  <b>Suggested genres to guide the teaching of complex text:</b>  <b>Literature:</b> adventure stories, folktales, legends, fables, historical fiction, myths, nursery rhymes, narrative poems, free-verse and limericks  <b>Informational texts:</b> biographies, autobiographies; books about history, social studies; science and the arts; technical text, including directions, forms and information displayed in graphs, charts or maps R RL. K.1  <b>Cite evidence</b> RL/RI.1.1 9, <b>Analyze content</b> RL/RI.K.2-9, SL.1.2-3</p>																								
<b>CCSS Writing</b>	<b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.						<b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).						<b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).						<b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					
Writing standard 9 requires that students, beginning in 4th grade, draw evidence from literary or informational texts to support analysis, reflection, and research. We believe, however, that students can begin approximating this work in primary grades while independently reading or responding to what has been read aloud through the use of symbols, labels, words, phrases and/or sentences, depending on what is developmentally appropriate for all students in the class. Teachers should decide how they would scaffold students across the year to write about their reading. W.1.3																								
<b>CCSS Speaking and Listening</b>	<b>SL.1.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).						<b>SL.1.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and						<b>SL.1.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>SL.1.5</b> Add drawings or other visual displays						<b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.					

## First Grade CPS Social Science Planning Guide

	<b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	requesting clarification if something is not understood. <b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Students should participate in collaborative conversations with diverse partners. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.1 SL.K.2-3</li> </ul> <b>Conduct discussions SL.1.1 Report findings SL.1.4-6</b>				

## Second Grade CPS Social Science Planning Guide

	Quarter 1	Quarter 2	Quarter 3	Quarter 4								
<b>Theme</b>	<i>Types of Power, Authority, and Governance</i>	<i>Individuals, Groups, and Institutions</i>	<i>People, Places, and Environments</i>	<i>Culture</i>								
<b>Unit Title</b>	<i>My Community</i>	<i>People In My Community</i>	<i>Communities Across Chicago</i>	<i>Different Communities</i>								
<b>Enduring Understandings</b>	<p>1. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</p> <p>2. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p> <p>3. <b>Civics:</b> All communities have important civic and cultural resources, though not equitably distributed, that can enhance, strengthen, and sustain individual and community life.</p>	<p>1. <b>Politics</b> is a process to determine who governs and for what purposes.</p> <p>2. <b>Economic</b> systems differ with respect to level of stability, efficiency, freedom, security, and equality.</p> <p>3. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p> <p>3. <b>Civics:</b> Individuals can make a difference in their communities through service and civic action.</p>	<p>1. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</p> <p>2. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p> <p>3. <b>History:</b> Knowledge of the past helps us understand the community we live in.</p>	<p>1. <b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors.</p> <p>2. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</p> <p>3. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p>								
<b>Lenses</b>	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C								
<b>Key</b>	P = Politics		E = Economics		H = History		G = Geography		I = Identity and Culture		C = Civic Roles	
<b>CCSS Reading</b>	<p><b>RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>		<p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p>		<p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>		<p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p>					
<p><b>Suggested genres to guide the teaching of complex text:</b>  <b>Literature:</b> adventure stories, folktales, legends, fables, historical fiction, myths, nursery rhymes, narrative poems, free-verse and limericks  <b>Informational texts:</b> biographies, autobiographies; books about history, social studies; science and the arts; technical text, including directions, forms and information displayed in graphs, charts or maps R.L.2.1  <b>Cite evidence</b> RL/RI.2.1 <b>Analyze content</b> RL/RI.2.2-9, SL.1.2-3</p>												
<b>CCSS Writing</b>	<p><b>W.2.1</b> 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question. (W.2.9 begins in grade 4)</p>		<p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.7</b> 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).</p>		<p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>		<p><b>W.2.7</b> 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).</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>					
<p>Students should participate in writing daily. Write at least three informative or explanatory essays <b>a year</b> that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading standards 2-6. Integrate knowledge from sources when composing Writing standards 7-8 should be taught and formatively assessed in <b>each quarter</b> within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.</p>												

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<b>CCSS Speaking and Listening</b>	<p><b>SL.2.1c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g. Gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion SL.2.1</li> </ul> <p><b>Conduct discussions</b> SL.2.1 <b>Report findings</b> SL.2.4-6</p>			

## Third Grade CPS Social Science Planning Guide

	Quarter 1					Quarter 2					Quarter 3					Quarter 4								
<b>Theme</b>	<i>Individual Development and Identity</i>					<i>Types of Power, Authority, And Governance</i>					<i>Individuals, Groups, and Institutions</i>					<i>Culture</i>								
<b>Unit Title</b>	<i>Before Chicago</i>					<i>How Chicago was Created</i>					<i>Chicago Today</i>					<i>Chicago and Cities from Around the World</i>								
<b>Enduring Understandings</b>	<p>1. <b>History:</b> They study of political, economic, and social patterns reveals continuity and change over time.</p> <p>2. <b>Geography:</b> People use maps to navigate the world in its past and present states.</p> <p>3. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p>					<p>1. <b>Economic</b> systems differ with respect to level of stability, efficiency, freedom, security, and equality.</p> <p>2. <b>Geography:</b> People use maps to navigate the physical world and to understand local, national, and global events, conditions, and issues.</p> <p>3. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p>					<p>1. <b>Economics:</b> Various social and political issues impact and are impacted by the economy.</p> <p>2. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p> <p>3. <b>Civics:</b> All communities have important civic and cultural resources that can enhance, strengthen, and sustain individual and community life.</p>					<p>1. <b>Politics</b> involves competing ideas about the common good and the role of the individual.</p> <p>2. <b>Geography:</b> A city's geographical features affect how its people live and interact with others in the world.</p> <p>3. <b>Identity:</b> Chicago is a leading center of culture and diversity.</p>								
<b>Lenses</b>	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C
<b>Key</b>	P = Politics		E = Economics			H = History			G = Geography			I = Identity and Culture			C = Civic Roles									
<b>CCSS Reading</b>	<p>5 – 9 Short texts per quarter</p> <p>1 Extended Text per quarter</p> <p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>					<p>5 – 9 Short texts per quarter</p> <p>1 Extended Text per quarter</p> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>					<p>5 – 9 Short texts per quarter</p> <p>1 Extended Text per quarter</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>					<p>5 – 9 Short texts per quarter: Literature: 3-5 Informational: 2-4</p> <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>								
	<p><b>Suggested genres to guide the teaching of complex text :</b></p> <p><b>Literature:</b> adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse</p> <p><b>Informational/Literary Nonfiction:</b> biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience</p> <p><b>Short Texts:</b> short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking</p> <p><b>Extended Texts:</b> extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit Reading</p>																							
<b>CCSS Writing</b>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d</b></p>					<p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d</b></p>					<p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>					<p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and</p>								

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				<p>information clearly.</p> <p><b>W.3.2.a</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p><b>W.3.2.b</b> Develop the topic with facts, definitions, and details.</p>
<p>Students should participate in writing daily... Write at least three informative or explanatory essays <b>a year</b> that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading standards 2-6. Integrate knowledge from sources when composing. Writing standards 7-8 should be taught and formatively assessed in <b>each quarter</b> within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.</p>				
<b>CCSS Speaking and Listening</b>	<p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
<p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.3.1b</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>				



## Fourth Grade CPS Social Science Planning Guide

	Quarter 1						Quarter 2						Quarter 3						Quarter 4					
Theme	<i>Time Continuity and Change</i>						<i>Types of Power, Authority, and Governance</i>						<i>Individuals, Groups, and Institutions</i>						<i>Culture</i>					
Unit Title	<i>History of Illinois</i>						<i>Illinois Today</i>						<i>U.S. Regional Movement and Culture</i>						<i>Illinois and the World</i>					
Enduring Understandings	1. <b>Politics</b> is a process to determine who governs and for what purposes. 2. <b>History:</b> The study of political, economic, and social patterns reveals continuity and change over time. 3. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values. 4. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.						1. <b>Civics</b> is a process to determine who participates in bettering society and for what purposes. 2. <b>Politics:</b> Different political systems structure and distribute power in distinct ways. 3. <b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors, and all economic choices have costs. 4. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.						1. <b>Economics:</b> The study of political, economic, and social patterns reveals continuity and change over time. 2. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values. 3. <b>Identity</b> is shaped by dynamic interactions between: individuals and groups; agency and structure; nature and environment.						1. <b>Politics:</b> Various social and political issues (e.g., labor, the environment, and international trade) impact and are impacted by the global economy. 2. <b>Economic</b> systems differ with respect to level of stability, efficiency, freedom, security, and equality. 3. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values. 4. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.					
Lenses	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C
Key	P = Politics		E = Economics				H = History				G = Geography				I = Identity and Culture				C = Civic Roles					
CCSS Reading	5-9 Short Texts per quarter 1 Extended Text per quarter  <b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.						5-9 Short Texts per quarter 1 Extended Text per quarter  <b>RI.4.3</b> 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. <b>RI.4.5</b> 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.						5-9 Short Texts per quarter 1 Extended Text per quarter  <b>RI.4.5</b> 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. <b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.						5-9 Short Texts per quarter 1 Extended Text per quarter  <b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <b>RI.4.7</b> 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.					
	<b>Suggested genres to guide the teaching of complex text:</b> <b>Literature:</b> adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse <b>Informational/Literary Nonfiction:</b> biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience <b>Short Texts:</b> short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking <b>Extended Texts:</b> extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit Reading																							
CCSS Writing	<b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <b>W.4.1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the						<b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>W.4.2a</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings),						<b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and						<b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>W.4.8</b> Recall relevant information from experiences or gather relevant					



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	<p>writer’s purpose.  <b>W.4.1b</b> Provide reasons that are supported by facts and details.  <b>W.4.1c</b> Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).  <b>W.4.1d</b> Provide a concluding statement or section related to the opinion presented.</p>	<p>illustrations, and multimedia when useful to aiding comprehension.  <b>W.4.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  <b>W.4.2c</b> Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).  <b>W.4.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.  <b>W.4.2e</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p>categorize information, and provide a list of sources.  <b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>information from print and digital sources; take notes and categorize information, and provide a list of sources.  <b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.  <b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  <b>W.4.2a</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
<p><b>Daily Routine Writing:</b> Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies. Of the <b>3 Informative or explanatory essays a year and 1 Research Paper per quarter</b> students should convey real or imagined experiences and reflect the craft of literary elements outlined in Reading standards 2-6. Integrate knowledge from sources when composing Writing W.4.3 W.4.10 <b>Write routinely over extended time frames</b> (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>				
<p><b>CCSS Speaking and Listening</b></p>	<p><b>SL.4.1d</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  <b>SL.4.1c</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  <b>SL.4.1b</b> Follow agreed-upon rules for discussions and carry out assigned roles.  <b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>	<p><b>SL.4.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>SL.4.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>SL.4.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>

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	Quarter 1	Quarter 2	Quarter 3	Quarter 4								
<b>Themes</b>	<i>People, Places, and Environments</i>	<i>Time Continuity and Change</i>	<i>Time Continuity and Change</i>	<i>Individuals, Groups, and Institutions</i>								
<b>Unit Title</b>	<i>The Americas Before People &amp; Early Migrations</i>	<i>Development of Central and South America</i>	<i>Development of North America</i>	<i>Beginning of European Migration</i>								
<b>Enduring Understandings</b>	<p>1. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</p> <p>2. <b>Identity</b> is shaped by dynamic interactions between: individuals and groups; agency and structure; nature and environment.</p> <p>3. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</p>	<p>1. <b>Identity</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p> <p>2. <b>Economic</b> systems are structured to meet the needs and wants of different societies.</p> <p>3. <b>Civics:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</p>	<p>1. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p> <p>2. <b>Economic</b> systems are structured to meet the needs and wants of different societies.</p> <p>3. <b>Civics</b> interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</p>	<p>1. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</p> <p>2. <b>History:</b> Knowing context deepens our understanding of historical events.</p>								
<b>Lenses</b>	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C								
<b>Key</b>	P = Politics		E = Economics		H = History		G = Geography		I = Identity and Culture		C = Civic Roles	
<b>CCSS Reading</b>	<p>5-9 Short Texts per quarter</p> <p>1 Extended Text per quarter</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>		<p>5-9 Short Texts per quarter</p> <p>1 Extended Text per quarter</p> <p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>		<p>5-9 Short Texts per quarter</p> <p>1 Extended Text per quarter</p> <p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>		<p>5-9 Short Texts per quarter</p> <p>1 Extended Text per quarter</p> <p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>					
	<p><b>Suggested genres to guide the teaching of complex text:</b></p> <p><b>Literature:</b> adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse</p> <p><b>Informational/Literary Nonfiction:</b> biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience</p> <p><b>Short Texts:</b> short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking</p> <p><b>Extended Texts:</b> extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit.</p>											
<b>CCSS Writing</b>	<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the</p>		<p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.2a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and</p>		<p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or</p>		<p><b>W.5.9b</b> Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p><b>W.5.5</b> With guidance and support from peers</p>					

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	<p>writer’s purpose.  <b>W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.  <b>W.5.1c</b> Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).  <b>W.5.1d</b> Provide a concluding statement or section related to the opinion presented.</p>	<p>multimedia when useful to aiding comprehension.  <b>W.5.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  <b>W.5.2c</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).  <b>W.5.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.  <b>W.5.2e</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p>paraphrase information in notes and finished work, and provide a list of sources.  <b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  <b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  <b>W.5.6</b> 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 two pages in a single sitting.</p>
<p><b>Daily Routine Writing</b> Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.  <b>3 Informative or explanatory essays a year 1 Research Paper per quarter</b>(As evidenced in written products aligned to <b>W.5.1, W.5.2</b>) Writing <b>W.5.3</b></p>				
<p><b>CCSS Speaking and Listening</b></p>	<p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  <b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Speaking and Listening, SL.5.2-3, <b>Conduct discussions</b> SL.5.1, <b>Report findings</b> SL.5.4-6  <b>SL.5.1c</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  <b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  <b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  <b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  <b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.  <b>SL.5.1b</b> Follow agreed-upon rules for discussions and carry out assigned roles.  <b>SL.5.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>				

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	Quarter 1 Unit 1						Quarter 2, Unit 3						Quarter 3, Unit 5						Quarter 4, Unit 7					
<b>Theme</b>	<i>Identity</i>						<i>Power</i>						<i>Power</i>						<i>Identity</i>					
<b>Unit Title</b>	<i>Introduction to Geography</i>						<i>Development of Eastern Mediterranean</i>						<i>Development of Western Europe</i>						<i>Rise of Asia</i>					
<b>Enduring Understandings</b>	<p>1. <b>History:</b> Time, place, and culture influence our perspectives on people and issues.</p> <p>2. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p> <p>3. <b>Geography:</b> Climate and natural resources affect the way people live and work.</p>						<p>1. <b>Politics</b> is a process to determine who governs and for what purposes.</p> <p>2. <b>Geography:</b> Movement and migration of people and ideas affects the past, present, and future.</p> <p>3. <b>Economic</b> systems are structured to meet the needs and wants of different societies.</p>						<p>1. <b>Politics:</b> The distribution of power is a product of existing documents and laws combined with contemporary values and beliefs.</p> <p>2. <b>Civics:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</p> <p>3. <b>Economic</b> systems are structured to meet the needs and wants of different societies.</p>						<p>1. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</p> <p>2. <b>Geography:</b> Climate and natural resources affect the way people live and work.</p> <p>3. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p>					
<b>Lenses</b>	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C
	P = Politics			E = Economics			H = History			G = Geography			I = Identity and Culture			C = Civic Roles								
	Quarter 1 Unit 2						Quarter 2 Unit 4						Quarter 3 Unit 6						Quarter 4 Unit 8					
<b>Theme</b>	<i>Identity</i>						<i>Power</i>						<i>Power</i>						<i>Identity</i>					
<b>Unit Title</b>	<i>Everything Out of Africa</i>						<i>Development of Western Mediterranean</i>						<i>Spread of Ideas</i>						<i>The Highway to Globalization</i>					
<b>Enduring Understandings</b>	<p>1. <b>History:</b> Events and actions of the past affect the present and the future.</p> <p>2. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p> <p>3. <b>Geography:</b> Movement and migration of people and ideas affects the past, present, and future.</p>						<p>1. <b>Politics:</b> There is a dynamic interaction between power and political structures.</p> <p>2. <b>Geographic:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions.</p> <p>3. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p>						<p>1. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>2. <b>History:</b> Events and actions of the past affect the present and the future.</p> <p>3. Knowledge of the past helps us understand the world and make better decisions about the future.</p> <p>4. <b>Identity:</b> Culture affects one's individual identity and belief system.</p>						<p>1. <b>Geographic:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions.</p> <p>2. <b>Civics:</b> All human beings have human rights independent of their national citizenship.</p> <p>3. <b>Identity</b> is shaped by dynamic interactions between: individuals and groups; agency and structure; nature and environment.</p>					
<b>Lenses</b>	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C
<b>Key</b>	P = Politics			E = Economics			H = History			G = Geography			I = Identity and Culture			C = Civic Roles								
<b>Common Core</b>	Of the 3 – 5 Short Texts Per Quarter 2-						Of the 3 – 5 Short Texts Per Quarter 2-3						Of the 3 – 5 Short Texts Per Quarter 2-3						Of the 3 – 5 Short Texts Per Quarter 2-3					

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<b>History-Social Studies Literacy Reading Skills</b>	3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  Of the 2 extended texts per year, 1 should be of fictional/informational in nature (see below) and one should be nonfiction.	should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  Of the 2 extended texts per year, 1 should be of fictional/informational in nature (see below) and one should be nonfiction.	should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  Of the 2 extended texts per year, 1 should be of fictional/informational in nature (see below) and one should be nonfiction.	should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  Of the 2 extended texts per year, 1 should be of fictional/informational in nature (see below) and one should be nonfiction.
	<p><b>Suggested genres to guide the teaching of complex text</b></p> <p><b>Literature:</b> folktales, legends, historical fiction and drama, narrative poems</p> <p><b>Informational/Literary Nonfiction Secondary Sources:</b> biographies and autobiographies; newspapers, articles, books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience</p> <p><b>Primary Sources:</b> letters, government documents, pictures, art, photographs, artifacts, journals, diaries, specific to the period and subject that is being taught</p> <p><b>Short Texts:</b> short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking</p> <p><b>Extended Texts:</b> extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit Common Core Standards Addressed: RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.8 RH.6-8.9</p>			
<b>Common Core History – Social Studies Literacy Writing Skills</b>	<b>4 – 6 Analyses per year</b>  Focus on <b>arguments</b>  Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Focus on <b>inform &amp; explain</b>  Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Focus on <b>arguments</b>  Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Focus on <b>inform &amp; explain</b>  Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.
	<p>There should be two extended <b>Informative or explanatory Essays per year and at least one Research paper per quarter (As evidenced in written products aligned to WHST.6-8.1, WHST.6-8.2 Or WHST.6-8.9)</b></p>			
<b>Common Core Speaking and Listening Skills</b>	Focus on Presentation/Debates which should utilize speaking skills and involve appropriate technology and support either an argument or explanation based on the ideas and facts gathered through inquiry.	Focus on Presentation/Debates which should utilize speaking skills and involve appropriate technology and support either an argument or explanation based on the ideas and facts gathered through inquiry.	Focus on Presentation/Debates which should utilize speaking skills and involve appropriate technology and support either an argument or explanation based on the ideas and facts gathered through inquiry.	Focus on Presentation/Debates which should utilize speaking skills and involve appropriate technology and support either an argument or explanation based on the ideas and facts gathered through inquiry.
	<p><b>Speaking and Listening Daily Routine (SL.6.1, .2, .3)</b> Effectively engage in a range of collaborative discussions. Students must discuss, ask questions and express ideas relating to the texts to show evidence of their application of speaking and listening strategies such as active participation, participating in Socratic seminars and conversations <b>4-6 Presentations /Debates per year (SL.6. 4, .5, .6)</b></p>			

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	Quarter 1, Unit 1	Quarter 2, Unit 3	Quarter 3, Unit 5	Quarter 4, Unit 7			
Theme	<i>Power</i>	<i>Identity</i>	<i>Justice/Injustice</i>	<i>Conflict/Compromise</i>			
Unit Title	<i>Worlds Meet: Conflict, Challenges and Change</i>	<i>The Meaning of Liberty</i>	<i>Challenges of Expansion</i>	<i>The Promise of Reconstruction</i>			
Enduring Understandings	<ol style="list-style-type: none"> <li><b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</li> <li><b>Politics:</b> Different political systems structure and distribute power in distinct ways.</li> <li><b>Identity:</b> Identity is cultivated over long periods of time through shared experiences, beliefs and culture.</li> <li><b>Geography:</b> Movement and migration of people and ideas affects the past, present, and future.</li> </ol>	<ol style="list-style-type: none"> <li><b>History:</b> Events and actions of the past affect the present and the future.</li> <li><b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</li> <li><b>Politics:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</li> </ol>	<ol style="list-style-type: none"> <li><b>Economics:</b> Economic systems differ with respect to level of stability, efficiency, freedom, security, and equality. (FL)</li> <li><b>Geography:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions.</li> <li><b>Politics</b> involves competing ideas about the common good and the role of the individual (C).</li> <li><b>History:</b> Knowing context deepens our understanding of historical events.</li> </ol>	<ol style="list-style-type: none"> <li><b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</li> <li><b>Identity:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</li> <li><b>Civics:</b> People have differing views about the meaning and significance of citizenship.</li> </ol>			
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C			
Key	P = Politics      E = Economics		H = History		G = Geography	I = Identity and Culture	C = Civic Roles
	Quarter 1, Unit 2	Quarter 2, Unit 4	Quarter 3, Unit 6	Quarter 4, Unit 8			
Theme	<i>Identity</i>	<i>Conflict/Compromise</i>	<i>Power</i>	<i>Identity</i>			
Unit Title	<i>Early Colonial America</i>	<i>Confederation or Nation</i>	<i>War or Rebellion</i>	<i>A Dream Deferred</i>			
Enduring Understandings	<ol style="list-style-type: none"> <li><b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</li> <li><b>Politics:</b> Different political systems structure and distribute power in distinct ways.</li> <li><b>Identity:</b> Identity is cultivated over long periods of time through shared experiences, beliefs and culture.</li> <li><b>Geography:</b> Movement and migration of people and ideas affects the past, present, and future.</li> </ol>	<ol style="list-style-type: none"> <li><b>History:</b> Knowing context deepens our understanding of historical events.</li> <li><b>Politics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences (C).</li> <li><b>Economics:</b> Economic systems are structured to meet the needs and wants of different societies (FL).</li> </ol>	<ol style="list-style-type: none"> <li><b>Civics:</b> All human beings have human rights independent of their national citizenship.</li> <li><b>History:</b> Events and actions of the past affect the present and the future.</li> <li><b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors and all economic choices have costs.</li> <li><b>Politics:</b> Politics involves competing ideas about the common good and the role of the individual.</li> </ol>	<ol style="list-style-type: none"> <li><b>History:</b> Events and actions of the past affect the present and the future.</li> <li><b>History:</b> Different perspectives affect the interpretation of history.</li> <li><b>Economics:</b> Economic systems are structured to meet the needs and wants of different societies.</li> <li><b>Civics:</b> All human beings have human rights independent of their national citizenship.</li> <li><b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</li> </ol>			
Lenses	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C	P   E   H   G   I   C			
Key	P = Politics      E = Economics		H = History		G = Geography	I = Identity and Culture	C = Civic Roles
Common Core State Standards	RH Daily Routine Reading RH6-8.1, RH.6-8.2, RH.6-8.3.		RH Daily Routine Reading RH6-8.1, RH.6-8.2, RH.6-8.3.		RH Daily Routine Reading RH6-8.1, RH.6-8.2, RH.6-8.3.		RH Daily Routine Reading RH6-8.1, RH.6-8.2, RH.6-8.3.



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<p><b>Reading</b></p> <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.7, RH.6-8.8, RH.6-8.9</p>	<p>Of the 3 – 5 Short Texts Per Quarter 2-3 should be *DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p>Of the 2 extended texts per year, 1 should be of fictional/informational in nature (see below) and one should be nonfiction. <b>RH6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.7, RH.6-8.8, RH.6-8.9</b></p> <p><b>*Document Based Analyses</b></p>	<p>Of the 3 – 5 Short Texts Per Quarter 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p>Of the 2 extended texts per year, 1 should be of fictional/informational in nature (see below) and one should be nonfiction. Analyses RH.6-8.1, .2, .3, RH.6-8.7, .8, .9</p>	<p>Of the 3 – 5 Short Texts Per Quarter 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p>Of the 2 extended texts per year, 1 should be of fictional/informational in nature (see below) and one should be nonfiction. inquiry projects RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.7, RH.6-8.8, RH.6-8.9</p>	<p>Of the 3 – 5 Short Texts Per Quarter 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p>Of the 2 extended texts per year, 1 should be of fictional/informational in nature (see below) and one should be nonfiction. Analyses RH.6-8.1, .2, .3, RH.6-8.7, .8, .9 inquiry projects RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.7, RH.6-8.8, RH.6-8.9</p>
<p><b>Students Should be exposed to complex texts daily.</b></p> <p><b>Suggested genres to guide the teaching of complex text:</b></p> <p><b>Literature:</b> folktales, legends, historical fiction and drama, narrative poems</p> <p><b>Informational/Literary Nonfiction Secondary Sources:</b> biographies and autobiographies; newspapers, articles, books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience</p> <p><b>Primary Sources:</b> letters, government documents, pictures, art, photographs, artifacts, journals, diaries, specific to the period and subject that is being taught</p> <p><b>Short Texts:</b> short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking</p> <p><b>Extended Texts:</b> extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), Historical depending on the focus of the unit</p>				
<p><b>Common Core State Standards</b></p> <p><b>Writing</b></p> <p>WHST.6-8 -8.1, WHST. 6.2, WHST.6-8 .4, WHST.6.8.3, WHST 6-8.7, .8, .9</p>	<p>Focus on inform &amp; explain</p> <p>Analyses should be written to develop an explanation based on the ideas and facts gathered through the reading of short and extended texts WHST Writing about Texts</p> <p>WHST.6-8.1, 2, .3, .7, .8, .9 WHST.6-8 .4, Research Writing WHST.6-8 .7-9</p>	<p>Focus on inform &amp; explain</p> <p>Analyses should be written to develop an explanation based on the ideas and facts gathered through the reading of short and extended texts.</p> <p>WHST.6-8.1, 2, .3, .7, .8, .9 WHST.6-8 .4, WHST.6-8</p> <p>Research Writing WHST.6-8 .7-9</p>	<p>Focus on arguments</p> <p>Analyses should be written to develop an argument based on the ideas and facts gathered through the reading of short and extended texts.</p> <p>WHST.6-8.1, 2, .3, .7, .8, .9 WHST.6-8 .4, WHST.6-8</p> <p>Research Writing WHST.6-8 .7-9</p>	<p>Focus on arguments</p> <p>Analyses should be written to develop an argument based on the ideas and facts gathered through the reading of short and extended texts.</p> <p>WHST.6-8.1, 2, .3, .7, .8, .9 WHST.6-8 .4, WHST.6-8</p> <p>Research Writing WHST.6-8 .7-9</p>
<p><b>Daily Routine Writing,</b> WHST.6-8 -8.1, WHST. 6.2,</p> <p>To develop &amp; convey understanding: Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies. Convey experiences: Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.</p> <p>Writing standards WHST .6-8.3-9 should be taught and formatively assessed in <b>each quarter</b> within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text. <b>Focus on arguments</b> Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts</p>				
<p><b>Common Core State Standards</b></p> <p><b>Speaking and Listening</b></p> <p>SL.7.1, .2,.3, SL7.4, .5, .6</p>	<p>Project presentation and at least one oral presentation component of major group research project whereby each group presents either a different perspective or argument. (SL.7.4, .5, .6)</p>	<p>Project presentation and at least 2 formal Socratic seminars addressing relevant content related debatable issues. (SL.7.4, .5, .6)</p>	<p>Project presentation and at least one organized debate as a culminating activity of a major research/inquiry project. (SL.7.4, .5, .6)</p>	<p>Project presentation and at least one organized debate as a culminating activity of a major research/inquiry project. (SL.7.4, .5, .6)</p>

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	Quarter 1, Unit 1						Quarter 2, Unit 3						Quarter 3, Unit 5						Quarter 4, Unit 7					
<b>Theme</b>	<i>Power</i>						<i>Justice/Injustice</i>						<i>Conflict/Compromise</i>						<i>Power</i>					
<b>Unit Title</b>	<i>Progress at What Cost?</i>						<i>Introduction of Modernity</i>						<i>World at War: Lasting Legacy</i>						<i>The Rise of America in the Modern World</i>					
<b>Enduring Understandings</b>	1. <b>Economic</b> systems differ with respect to level of stability, efficiency, freedom, security, and equality. 2. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. 3. <b>History:</b> Different perspectives affect the interpretation of history.						1. <b>Civics:</b> Individuals can make a difference in their communities by doing community service. 2. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies. 3. <b>Economic</b> Various social and political issues (i.e., labor, the environment, and international trade) impact and are impacted by the global economy.						1. <b>History:</b> Events and actions of the past affect the present and the future. 2. <b>Economics</b> affects all aspects of life. 3. <b>Geography:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions.						1. <b>Economic</b> systems differ with respect to level of stability, efficiency, freedom, security, and equality. 2. <b>Politics:</b> There is a dynamic interaction between power and political structures. 3. <b>Politics:</b> Different political systems structure and distribute power in distinct ways. 4. <b>History:</b> Events and actions of the past affect the present and the future.					
<b>Lenses</b>	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C
<b>Key</b>	P = Politics			E = Economics			H = History			G = Geography			I = Identity and Culture			C = Civic Roles								
	Quarter 1, Unit 2						Quarter 2, Unit 4						Quarter 3, Unit 6						Quarter 4, Unit 8					
<b>Theme</b>	<i>Identity</i>						<i>Power</i>						<i>Identity</i>						<i>Conflict/Compromise</i>					
<b>Unit Title</b>	<i>The Changing Face of America</i>						<i>America: Emerging Power</i>						<i>Changing Face of the World</i>						<i>East Meets West: America's Role in the World</i>					
<b>Enduring Understandings</b>	1. <b>Politics:</b> The study of political, economic, and social patterns reveals continuity and change over time. 2. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies. 3. <b>History:</b> Time, place, and culture influence our perspectives on people and issues.						1. <b>History:</b> Knowing context deepens our understanding of historical events. 2. <b>History:</b> Events and actions of the past affect the present and the future. 3. <b>Politics:</b> The distribution of power is a product of existing documents and laws combined with contemporary values and beliefs.						1. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies. 2. <b>History:</b> Time, place, and culture influence our perspectives on people and issues. 3. <b>Geography:</b> Climate and natural resources affect the way people live and interact with one another.						1. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future. 2. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. 3. <b>Economic:</b> Various social and political issues (i.e., labor, the environment, and international trade) impact and are impacted by the global economy.					
<b>Lenses</b>	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C
<b>Key</b>	P = Politics			E = Economics			H = History			G = Geography			I = Identity and Culture			C = Civic Roles								
<b>CCSS Reading</b>	<b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources. <b>RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.						<b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources. <b>RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <b>RH.6-8.3</b> Identify key steps in a text's description of a process related to history/social studies						<b>RH.6-8.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). <b>RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic. <b>RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.						<b>RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text. <b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <b>RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic.					



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	(e.g., how a bill becomes law, how interest rates are raised or lowered).			
	<p><b>Suggested genres to guide the teaching of complex text:</b>  <b>Literature:</b> folktales, legends, historical fiction and drama, narrative poems  <b>Informational/Literary Nonfiction Secondary Sources:</b> biographies and autobiographies; newspapers, articles, books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience  <b>Primary Sources:</b> letters, government documents, pictures, art, photographs, artifacts, journals, diaries, specific to the period and subject that is being taught  <b>Short Texts:</b> short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking  <b>Extended Texts:</b> extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit            RH Daily Routine Reading RH.6-8.1, RH.6-8.2, RH.6-8.3, inquiry projects RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.7.RH.6-8.8,RH.6-8.9 Analyses RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.7.RH.6-8.8,RH.6-8.9</p>			
CCSS Writing	<p><b>WHST.6-8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>WHST.6-8.1</b> Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e</li> </ul>	<p><b>WHST.6-8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>WHST.6-8.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>WHST.6-8.2a, WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e , WHST.6-8.2f</li> </ul>	<p><b>WHST.6-8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>WHST.6-8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>WHST.6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>WHST.6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.6-8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>WHST.6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>WHST.6-8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
	<p><b>WHST.6-8.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Inquiry Projects Use WHST.6.4, WHST.6.5, For Analyses use RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.7.RH.6-8.8,RH.6-8.9</p>			
CCSS Speaking and Listening	<p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL.8.3</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>

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	Quarter 1, Unit 1						Quarter 2, Unit 3						Quarter 3, Unit 5						Quarter 4, Unit 7					
<b>Theme</b>	<i>Identity</i>						<i>Power</i>						<i>Conflict/Compromise</i>						<i>Justice/Injustice</i>					
<b>Unit Title</b>	<i>Introduction to Geography</i>						<i>Defining Power</i>						<i>Why Is There No Peace?</i>						<i>Facing Justice</i>					
<b>Enduring Understandings</b>	1. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs. 2. <b>Geographic:</b> People adapt to and modify their environment. 3. <b>Geographic:</b> Movement and migration of people and ideas affects the past, present, and future.						1. <b>Politics:</b> Politics is a process to determine who governs and for what purposes. 2. <b>History:</b> The study of political, economic, and social patterns reveals continuity and change over time. 3. <b>Identity:</b> Culture affects one’s individual identity and belief system.						1. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. 2. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future. 3. <b>History:</b> The study of political, economic, and social patterns reveals continuity and change over time.						1. <b>Politics:</b> Politics involves competing ideas about the common good and the role of the individual. 2. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future. 3. <b>History:</b> Different perspectives affect the interpretation of history. 4. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.					
<b>Lenses</b>	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C
<b>Key</b>	P = Politics			E = Economics			H = History			G = Geography			I = Identity and Culture			C = Civic Roles								
	Quarter 1, Unit 2						Quarter 2, Unit 4						Quarter 3, Unit 6						Quarter 4, Unit 8					
<b>Theme</b>	<i>Identity</i>						<i>Power</i>						<i>Conflict/Compromise</i>						<i>Justice/Injustice</i>					
<b>Unit Title</b>	<i>The Roots of Humankind</i>						<i>Interrogating Power</i>						<i>Current Events</i>						<i>Agents of Change</i>					
<b>Enduring Understandings</b>	1. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies. 2. <b>History:</b> Time, place, and culture influence our perspectives on people and issues. 3. <b>Economic</b> systems are structured to meet the needs and wants of different societies.						1. <b>History:</b> Different perspectives affect the interpretation of history. 2. <b>Politics:</b> Different political systems structure and distribute power in distinct ways. 3. <b>Economic</b> ideas and decisions made in the past have influenced the present.						1. <b>Geographic:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions. 2. <b>Civics:</b> All human beings have human rights independent of their national citizenship. 3. <b>Economic:</b> Various social and political issues (i.e., labor, the environment, and international trade) impact and are impacted by the global economy.						1. <b>Politics:</b> Collective action often leads to political change. 2. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.					
<b>Lenses</b>	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C
<b>Key</b>	P = Politics			E = Economics			H = History			G = Geography			I = Identity and Culture			C = Civic Roles								
<b>CCSS Reading</b>	3-5 Short texts , i.e. 2-3 Short DBAs as well as 1-2 texts of Historical Fiction, poetry, other 1 – 2 extended texts (1 informational, 1						3-5 Short texts , i.e. 2-3 Short DBAs as well as 1-2 texts of Historical Fiction, poetry, other 1 – 2 extended texts (1 informational, 1						3-5 Short texts , i.e. 2-3 Short DBAs as well as 1-2 texts of Historical Fiction, poetry, other 1 – 2 extended texts (1 informational, 1						3-5 Short texts , i.e. 2-3 Short DBAs as well as 1-2 texts of Historical Fiction, poetry, other 1 – 2 extended texts (1 informational, 1 fictional informational.)					

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	<p>fictional informational.)</p> <p>Use short argument/analysis pieces as mentor text(s) to support the development of students' argument writing.</p> <p><b>RH.9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>RH.9-10.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>fictional informational.)</p> <p>Use short argument/analysis pieces as mentor text(s) to support the development of students' argument writing.</p> <p><b>RH.9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>RH.9-10.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>fictional informational.)</p> <p>Use short argument/analysis pieces as mentor text(s) to support the development of students' argument writing.</p> <p><b>RH.9-10.6</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p><b>RH.9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>RH.9-10.7</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>Use short argument/analysis pieces as mentor text(s) to support the development of students' argument writing.</p> <p><b>RH.9-10.7</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>RH.9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>RH.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>
<p><b>Suggested genres to guide the teaching of complex text:</b></p> <p><b>Literature:</b> folktales, legends, historical fiction and drama, narrative poems</p> <p><b>Informational/Literary Nonfiction Secondary Sources:</b> biographies and autobiographies; newspapers, articles, books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience</p> <p><b>Primary Sources:</b> letters, government documents, pictures, art, photographs, artifacts, journals, diaries, specific to the period and subject that is being taught</p> <p><b>Short Texts:</b> short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking</p> <p><b>Extended Texts:</b> extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit. RH Daily Routine Reading RH.6-8.1, RH.6-8.2, RH.6-8.3. inquiry projects RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.7.RH.6-8.8,RH.6-8.9 Analyses RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.7.RH.6-8.8,RH.6-8.9</p>				
<p><b>CCSS Writing</b></p>	<p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.1</b> Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>WHST.9-10.1a, WHST.9-10.1b, WHST.9-10.1c, WHST.9-10.1d, WHST.9-10.1e.</li> </ul>	<p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>WHST.9-10.2a WHST.9-10.2b WHST.9-10.2c WHST.9-10.2d WHST.9-10.2e</li> </ul>	<p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>	<p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking</p>

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			task, purpose, and audience.	advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<p>To Develop &amp; convey understanding, Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions</p> <p>To Convey experiences, students must Write at least two informative or explanatory essays a year that reflect the elements outlined in Reading standards RH.6-8. 1-6. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.</p> <p>Integrate knowledge from sources when composing: Writing standards WHST .6-8.3-9 should be taught and formatively assessed in <b>each quarter</b> within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.</p>				
<b>CCSS Speaking and Listening</b>	<p><b>SL.9-10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>SL.9-10.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>SL.9-10.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.1a, SL.9-10.1b, SL.9-10.1c, SL.9-10.1d</p>				

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	Quarter 1, Unit 1						Quarter 2, Unit 3						Quarter 3, Unit 5						Quarter 4, Unit 7					
<b>Theme</b>	<i>Identity</i>						<i>Power</i>						<i>Conflict/Compromise</i>						<i>Justice/Injustice</i>					
<b>Unit Title</b>	<i>An American Mosaic</i>						<i>Defining Power in America</i>						<i>Defining American Ideals</i>						<i>Defending American Ideals</i>					
<b>Enduring Understandings</b>	1. <b>Civics:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways. 2. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies. 3. <b>History:</b> Events and actions of the past affect the present and the future. 4. <b>Identity</b> is shaped by dynamic interactions between: individuals and groups; agency and structure; nature and environment.						1. <b>Geographic:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions. 2. <b>Politics</b> involves competing ideas about the common good and the role of the individual. 3. <b>History:</b> Different perspectives affect the interpretation of history.						1. <b>History:</b> Events and actions of the past affect the present and the future. 2. <b>Economic</b> systems are structured to meet the needs and wants of different societies. 3. <b>Politics:</b> The study of political, economic, and social patterns reveals continuity and change over time.						1. <b>Civics:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways. 2. <b>History:</b> Time, place, and culture influence our perspectives on people and issues. 3. <b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors, and all economic choices have costs. 4. <b>Politics</b> is a process to determine who governs and for what purposes.					
<b>Lenses</b>	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C
<b>Key</b>	P = Politics			E = Economics			H = History			G = Geography			I = Identity and Culture			C = Civic Roles								
	Quarter 1, Unit 2						Quarter 2, Unit 8						Quarter 3, Unit 6						Quarter 4, Unit 8					
<b>Theme</b>	<i>Identity</i>						<i>Power</i>						<i>Conflict/Compromise</i>						<i>Justice/Injustice</i>					
<b>Unit Title</b>	<i>The Emerging Identity of America</i>						<i>Interrogating American Power</i>						<i>Interrogating American Ideals</i>						<i>The Future of America</i>					
<b>Enduring Understandings</b>	1. <b>Politics:</b> There is a dynamic interaction between power and political structures. 2. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies. 3. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.						1. <b>Politics</b> is a process to determine who governs and for what purposes. 2. <b>Geography:</b> Movement and migration of people and ideas affects the past, present, and future. 3. <b>Economic</b> systems are structured to meet the needs and wants of different societies.						1. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. 2. <b>Politics:</b> The distribution of power is a product of existing documents and laws combined with contemporary values and beliefs. 3. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.						1. <b>Politics:</b> The distribution of power is a product of existing documents and laws combined with contemporary values and beliefs. 2. <b>Civics:</b> People have differing views about the meaning and significance of citizenship. 3. <b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors, and all economic choices have costs.					
<b>Lenses</b>	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C	P	E	H	G	I	C
<b>Key</b>	P = Politics			E = Economics			H = History			G = Geography			I = Identity and Culture			C = Civic Roles								
<b>CCSS Reading RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.7, RH.6-8.8, RH.6-8.9</b>	<b>3-5 Short texts</b> , i.e. 2-3 <b>Short DBAs</b> as well as 1-2 texts of Historical Fiction, poetry, other  1 – 2 extended texts (1 informational, 1 fictional informational.)  Use short argument/analysis pieces as						<b>3-5 Short texts</b> , i.e. 2-3 <b>Short DBAs</b> as well as 1-2 texts of Historical Fiction, poetry, other  1 – 2 extended texts (1 informational, 1 fictional informational.)  Use short argument/analysis pieces as						<b>3-5 Short texts</b> , i.e. 2-3 <b>Short DBAs</b> as well as 1-2 texts of Historical Fiction, poetry, other  1 – 2 extended texts (1 informational, 1 fictional informational.)  Use short argument/analysis pieces as						<b>3-5 Short texts</b> , i.e. 2-3 <b>Short DBAs</b> as well as 1-2 texts of Historical Fiction, poetry, other  1 – 2 extended texts (1 informational, 1 fictional informational.)  Use short argument/analysis pieces as					

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	<p>mentor text(s) to support the development of students' argument writing.</p> <p><b>RH.9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>RH.9-10.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>mentor text(s) to support the development of students' argument writing.</p> <p><b>RH.9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>RH.9-10.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>mentor text(s) to support the development of students' argument writing.</p> <p><b>RH.9-10.6</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p><b>RH.9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>RH.9-10.7</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>mentor text(s) to support the development of students' argument writing.</p> <p><b>RH.9-10.7</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>RH.9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>RH.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>
<p><b>Suggested genres to guide the teaching of complex text:</b></p> <p><b>Literature:</b> folktales, legends, historical fiction and drama, narrative poems</p> <p><b>Informational/Literary Nonfiction Secondary Sources:</b> biographies and autobiographies; newspapers, articles, books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience</p> <p><b>Primary Sources:</b> letters, government documents, pictures, art, photographs, artifacts, journals, diaries, specific to the period and subject that is being taught</p> <p><b>Short Texts:</b> short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking</p> <p><b>Extended Texts:</b> extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit. RH Daily Routine Reading RH6-8.1, RH.6-8.2, RH.6-8.3. inquiry projects RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.7.RH.6-8.8,RH.6-8.9 Analyses RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.7.RH.6-8.8,RH.6-8.9</p>				
<p><b>CCSS Writing</b></p>	<p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.1</b> Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>WHST.9-10.1a, WHST.9-10.1b, WHST.9-10.1c, WHST.9-10.1d, WHST.9-10.1e.</li> </ul>	<p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.2</b> Write informative /explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>WHST.9-10.2a WHST.9-10.2b WHST.9-10.2c WHST.9-10.2d WHST.9-10.2e</li> </ul>	<p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>



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	<p>To Develop &amp; convey understanding, Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.</p> <p>To Convey experiences, students must Write at least two informative or explanatory essays a year that reflect the elements outlined in Reading standards RH.6-8. 1-6. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.</p> <p>Integrate knowledge from sources when composing: Writing standards WHST .6-8.3-9 should be taught and formatively assessed in <b>each quarter</b> within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.</p>			
<p><b>CCSS Speaking and Listening</b></p> <p><b>Debate</b></p> <p><b>SL.7 .1, .2, .3, .4, .5, .6</b></p>	<p><b>SL.9-10.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source</p> <p><b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source</p> <p><b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>SL.9-10.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source</p> <p><b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>SL.9-10.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p><b>SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.9-10.1a, SL.9-10.1b, SL.9-10.1c, SL.9-10.1d</p>				





# Curriculum Maps K-10



## Kindergarten CPS Social Science Curriculum Map

### Quarter 1 Theme – Individual Development and Identity Me, Myself and Others

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate who they are as individuals and how they interact with others and with the world around them.	<p>1. <b>Identity</b> is shaped by interactions between individuals and others and the world around them.</p> <p>2. <b>Civics:</b> Individuals have responsibilities to the various groups to which they belong.</p>	<p>1. <b>Identity:</b> Who am I and what makes me special?</p> <p>2. <b>Civics:</b> What makes a person a “good” citizen?</p>	<p>Emergent Story Books – Shared Reading</p> <p>Woodruff, Elvira <i>Small Beauties: The Journey of Darcy Heart O'Hara</i> Knopf Books for Young Readers, 2006</p> <p>Lin, Grace <i>Ling &amp; Ting: Not Exactly the Same</i>, LB Kids, 2011</p> <p>Myers, Walter Dean and Christopher <i>Looking like me</i>. Live Oak Media; Har/Com edition (December 30, 2010)</p>	<p><b>Art Institute of Chicago</b> <i>Many Faces: Modern Portraits and Identities</i> <a href="http://www.artic.edu/aic/collecti ons/citi/resources/Rsrc_001411.p df">http://www.artic.edu/aic/collecti ons/citi/resources/Rsrc_001411.p df</a></p> <p><i>Self, Family, and Community</i> <a href="http://www.artic.edu/aic/collecti ons/citi/resources/Rsrc_001133.p df">http://www.artic.edu/aic/collecti ons/citi/resources/Rsrc_001133.p df</a></p>	<p><b>Q1</b> Teacher Created Assessments <b>W.K.1, RI.K.1,SL.K.4</b> (ask &amp; answer questions about the text)</p>

### Quarter 2 Theme – Types of Power, Authority, and Governance

#### School And Me: Democratic Principles In Everyday Life

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to understand that school rules help individuals to define their roles as a member of a class and to understand and respect the roles of others they interact with in school.	<p>1. <b>Identity</b> is influenced by dynamic interactions between individuals and groups.</p> <p>2. <b>Civics:</b> School rules and responsibilities help individuals define roles as members of a community.</p>	<p>1. <b>Identity:</b> What does it mean to be a good citizen in the classroom and school communities?</p> <p>2. <b>Civics:</b> Why do we have rules in school?</p>	<p>Emergent Story Books Shared Reading</p> <p>Davis, Katie, <i>Kindergarten Rocks!</i> Harcourt Children’s Books, 2005</p> <p>Stead, Philip <i>A Sick Day for Amos McGee</i> Roaring Brook Press; 1ST edition 2010</p>	<p><b>Chicago Children’s Museum Art About Me Curriculum Guide</b> <a href="http://www.chicagochildrensmus eum.org/ArtAboutMe_Activities.p df">http://www.chicagochildrensmus eum.org/ArtAboutMe_Activities.p df</a></p> <p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring; <a href="http://www.econedlink.org/lesso ns/index.php?lid=455&amp;type=educ ator">http://www.econedlink.org/lesso ns/index.php?lid=455&amp;type=educ ator</a></p>	<p><b>Q2</b> Teacher Created Assessments <b>W.K.2, RI.K.2, SL.k.5</b> (ask &amp; answer questions about the text)</p>

## Kindergarten CPS Social Science Curriculum Map

### Quarter 3 Theme – Conflict and Compromise People: The Same and Different

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to understand that individuals interact with their environment and that different identities are shaped by dynamic interaction between individuals, groups, and their environment.	<p>1. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</p> <p>2. <b>Identity</b> is shaped by dynamic interaction between: individuals and groups; agency and structure; nature and environment.</p>	<p>1. <b>Geography:</b> What is the purpose of a map?</p> <p>2. <b>Identity:</b> In what ways are many people the same/different?</p>	Maestro, Betsy <i>Coming to America</i> Scholastic Books, 1996	<p><b>Art Institute of Chicago ABCs of Art</b>  <a href="http://www.artic.edu/aic/collecti ons/citi/resources/Rsrc_001260.p df">http://www.artic.edu/aic/collecti ons/citi/resources/Rsrc_001260.p df</a>  <i>Faces, Places, and Inner Spaces</i>  <a href="http://www.artic.edu/aic/collectio ns/citi/resources/Rsrc_001277.pdf">http://www.artic.edu/aic/collectio ns/citi/resources/Rsrc_001277.pdf</a></p>	<p><b>Q3</b> Teacher Created Assessments <b>W.K.3</b> <b>RI.K.2, SL.K.1</b> (ask &amp; answer questions about the text)</p>

### Quarter 4 Theme – Types of Power, Authority, and Governance People Working Together To Make Their Community Work

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to understand how rules help people live and work together effectively and how different rules are needed for different places and circumstances.	<p>1. <b>Civics:</b> Rules help people work together effectively.</p> <p>2. <b>Identity:</b> Different rules are needed for different places.</p>	<p>1. <b>Civics:</b> How do my actions affect the classroom and school communities?</p> <p>2. <b>Identity:</b> Why is it important to learn about people from other groups?</p>	<p>Hopkinson, Deborah Sky Boys: How They Built the Empire State Building. Schwartz &amp; Wade, 2006</p> <p>Isol, <i>Petit the Monster</i>, Greenwood Books (February 23, 2010)</p> <p>Evans, Kristina Steptop, Javaka <i>What's so Special About Me, Mama?</i> Hyperion Book CH; First Edition, 2011</p>	<p><b>Art Institute of Chicago</b> <i>Many Faces: Modern Portraits and Identities</i>  <a href="http://www.artic.edu/aic/collectio ns/citi/resources/Rsrc_001411.pdf">http://www.artic.edu/aic/collectio ns/citi/resources/Rsrc_001411.pdf</a></p>	<p><b>Q4</b> Teacher Created Assessments <b>W.K.1</b> <b>RI.K.1, SL.K.4</b> (ask &amp; answer questions about the text)</p>

## First Grade CPS Social Science Curriculum Map

### Quarter 1 Theme – *Time, Continuity, and Change* Family Roles in Families that are Culturally the Same and Different

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to understand that all families are not structured the same and that members of a family have different roles and responsibilities.	<p>1. <b>Economics:</b> Individual economic choices are driven by a wide variety of factors.</p> <p>2. <b>Identity:</b> All families are not structured the same.</p> <p>3. <b>Civics:</b> Members of a family have different roles and responsibilities to each other.</p>	<p>1. <b>Economics:</b> How are wants and needs different in different communities (family, school, Chicago)?</p> <p>2. <b>Identity:</b> What is a family?</p> <p>3. <b>Civics:</b> What does it mean to be a citizen in our school and community?</p>	Skutch, Robert <i>Who's in a Family?</i> Tricycle Press, Blackout 1997	<p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring;  <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p>	<p><b>Q1</b> Teacher Created Assessment <b>W.1.1, RI.1.2, SL.1.2</b>(ask &amp; answer questions about the text)</p>

### Quarter 2 Theme – *Individuals, Groups, and Institutions* Family and Cultural Traditions

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to understand that knowledge of our ancestors and their traditions help us understand who we are and that culture is a way of life of a group of people who share similar beliefs and traditions.	<p>1. <b>History:</b> Knowledge of our ancestors helps us understand who we are.</p> <p>2. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p>	<p>1. <b>History:</b> Why do different people have different traditions?</p> <p>2. <b>Identity:</b> What is a family tradition and why is it important?</p>	Miles, Misaka, <i>Annie and the Old One</i> Little Brown Books for Young Readers, 1985	<p><b>The Field Museum of Natural History</b> Hands-on Kits <i>N.W. Harris Learning Collection</i> <a href="http://harris.fieldmuseum.org/">http://harris.fieldmuseum.org/</a></p> <p><b>Illinois Holocaust Museum &amp; Education Center:</b> Literature Based Teaching Trunk (K-4) "Our Town; Our Community" - They explore how to be a responsible citizen, to understand core values of respect, care, justice, civic virtue and citizenship.</p>	<p><b>Q2</b> Teacher Created Assessment <b>W.1.1, RI.1.2, SL.1.2</b>(ask &amp; answer questions about the text)</p>

## First Grade CPS Social Science Curriculum Map

### Quarter 3 Theme – *People, Places, and Environments* *Families Around the World*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to understand that many people came to America from different places in the world and that our family traditions can be traced to the places of our ancestors.	<p>1. <b>Geography:</b> Our ancestors migrated from different places in the country and the world.</p> <p>2. <b>Identity:</b> Our family traditions and celebrations can be traced to the origins of our ancestors.</p>	<p>1. <b>Geography:</b> What is the purpose of a globe and how does it differ from a map?</p> <p>2. <b>Identity:</b> What is family history and why is it important?</p>	<p>Morris, Ann <i>Families</i> Harper Collins, 2000</p> <p>Ogburn, Jacqueline <i>Little Treasures: Endearments from Around the World</i> Houghton Mifflin Books for Children 2012</p>	<p><b>The Smart Museum of Art <i>Health and Hospitality Resource Guide &amp; Tour</i></b> <a href="http://smartmuseum.uchicago.edu/assets/HealthyHabits_Tour.pdf">http://smartmuseum.uchicago.edu/assets/HealthyHabits_Tour.pdf</a></p> <p><b>Illinois Holocaust Museum &amp; Education Center:</b> Literature Based Teaching Trunk (K-4) "Our Town; Our Community" – They explore how to be a responsible citizen, to understand core values of respect, care, justice, civic virtue and citizenship.</p>	<p><b>Q3</b> Teacher Created Assessment <b>W.1.5, RI.1.3, SL.1.5</b> (ask &amp; answer questions about the text)</p>

### Quarter 4 Theme – *Time, Continuity, and Change* *Families Then and Now*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to understand that knowledge of the past helps us understand the world and make better decisions about the past. The study of political, economic and social patterns reveals continuity and change over time.	<p>1. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the past.</p> <p>1. <b>Politics:</b> The study of political, economic, and social patterns reveals continuity and change over time.</p> <p>3. <b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors and all economic choices have consequences.</p>	<p>1. <b>History:</b> How is your life similar and different from the lives of children in the past?</p> <p>2. <b>Politics:</b> How are rules created?</p> <p>3. <b>Economics:</b> How do people in different communities get the goods and services they need?</p>	<p>Amery, Heather <i>Then and Now</i> Usborne Books, 2008</p> <p>De Paola, Tomie, <i>Now One Foot, Now the Other</i> Puffin 2006</p>	<p><b>The Smart Museum of Art <i>Rights &amp; Resistance: A Bronzeville Story</i></b> <a href="http://smartmuseum.uchicago.edu/learn/k-12/Bronzeville_Story_F.pdf">http://smartmuseum.uchicago.edu/learn/k-12/Bronzeville_Story_F.pdf</a> (this is intended for 7<sup>th</sup> grade, but could be modified) <b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring; <a href="http://www.econedlink.org/less">http://www.econedlink.org/less</a></p>	<p><b>Q4</b> Teacher Created Assessment <b>RI.1.3, W.1.2, SL.1.3</b></p>

## Second Grade CPS Social Science Curriculum Map

### Quarter 1 Theme – *Types of Power, Authority, and Governance* *My Community*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to understand that humans interact with their environments to reflect their needs, interests, and values and that all communities have important civic and cultural resources, though not equitably distributed, that can enhance, strengthen, and sustain individual and community life.	<p>1. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</p> <p>2. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p> <p>3. <b>Civics:</b> All communities have important civic and cultural resources, though not equitably distributed, that can enhance, strengthen, and sustain individual and community life.</p>	<p>1. <b>Geography:</b> How does the environment affect us?</p> <p>2. <b>Identity:</b> How can people have many identities at the same time?</p> <p>3. <b>Civics:</b> How does a community depend on its citizens to keep order and safety?</p>	<p>Kalman, Bobbie <i>What is a Community from A to Z?</i> Crabtree Pub. Co., 2000</p> <p>Nolan, Janet &amp; LaFrance, Marie <i>The Firehouse Light</i> Tricycle Press; 1 edition 2010</p>	<p><b>Chicago Metro History Education Center</b> <i>Public Art in Chicago History</i> <a href="http://www.chicagohistoryfair.org/for-teachers/curriculum/public-art-in-chicago-history.html">http://www.chicagohistoryfair.org/for-teachers/curriculum/public-art-in-chicago-history.html</a></p> <p><b>The Field Museum of Natural History</b> Hands-on Kits <i>N.W. Harris Learning Collection</i> <a href="http://harris.fieldmuseum.org/">http://harris.fieldmuseum.org/</a></p>	<p><b>Q1</b> Teacher Created Assessment <b>W.2.8, RI.2.1, SL.2.1c</b>(ask &amp; answer questions about the text)</p>

### Quarter 2 Theme – *Individuals, Groups, and Institutions* *People In My Community*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to identify and understand the role of different communities and that individuals can make a difference in their communities through service and civic action.	<p>1. <b>Politics</b> is a process to determine who governs and for what purposes.</p> <p>2. <b>Economic</b> systems differ with respect to level of stability, efficiency, freedom, security, and equality.</p> <p>3. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p> <p>3. <b>Civics:</b> Individuals can make a difference in their communities through service and civic action.</p>	<p>1. <b>Politics:</b> How do citizens choose who will make the rules and laws to make decisions, solve problems and resolve conflicts?</p> <p>2. <b>Economics:</b> How do people make economic choices?</p> <p>3. <b>Identity:</b> How did groups of people who came here change their community or keep it the same?</p> <p>4. <b>Civics:</b> What does it mean to be a citizen?</p>	<p>Kalman, Bobbie; Walker, Niki <i>Community Helpers from A to Z</i> Crabtree Pub. Co, 1997 Me on the Map [Hardcover]</p>	<p><b>The Smart Museum of Art</b> <i>Rights &amp; Resistance: A Bronzeville Story</i> <a href="http://smartmuseum.uchicago.edu/learn/k-12/Bronzeville_Story_F.pdf">http://smartmuseum.uchicago.edu/learn/k-12/Bronzeville_Story_F.pdf</a> (this is intended for 7<sup>th</sup> grade, but could be modified)</p>	<p><b>Q2</b> Teacher Created Assessment <b>W.2.2, RI.2.3, SL.2.2</b>(ask &amp; answer questions about the text)</p>

## Second Grade CPS Social Science Curriculum Map

### Quarter 3 Theme – *People, Places, and Environments* *Communities Across Chicago*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate and analyze how humans interact with their environments to reflect their needs, interests, and values and that the interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.	<p>1. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</p> <p>2. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p> <p>3. <b>History:</b> Knowledge of the past helps us understand the community we live in.</p>	<p>1. <b>Geography:</b> How do environmental and geographic features of a community affect the lives of its inhabitants?</p> <p>2. <b>Identity:</b> Why did people come here? What did people do here? How do they affect our community?</p> <p>3. <b>History:</b> What factors can influence people’s perspectives?</p>	<p>Sweeny, Joan <i>Me on the Map</i> Dragonfly Books; Reprint edition 1998</p> <p>Cohen, Miriam <i>Mimmy and Sophia All Around Town</i> Frances Foster Books/ Farrar, Straus and Giroux, 2004</p>	<p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring; <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p> <p><b>Illinois Holocaust Museum &amp; Education Center:</b> Literature Based Teaching Trunk (K-4) “Our Town; Our Community” - They explore how to be a responsible citizen, to understand core values of respect, care, justice, civic virtue and citizenship.</p>	<p><b>Q3</b> Teacher Created Assessment <b>W.2.2, RI.2.8, SL.2.2</b> (ask &amp; answer questions about the text)</p>

### Quarter 4 Theme – *Culture* *Different Communities*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate and analyze how individual economic choices drive and are driven by a wide variety of factors and that humans interact with their environments to reflect their needs, interests, and values.	<p>1. <b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors.</p> <p>2. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</p> <p>3. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p>	<p>1. <b>Economics:</b> How do people make economic choices?</p> <p>2. <b>Geography:</b> How do we affect the environment?</p> <p>3. <b>Identity:</b> How are urban, suburban and rural communities similar or different?</p>	<p>McKissack, Patricia C. <i>Stitchin’ and Pullin’’: A Gee’s Bend Quilt</i> Random House, 2008</p> <p>Meyers, Walter Dean, <i>Looking Like Me</i> Live Oak Media, 2010</p>	<p><b>The Field Museum of Natural History</b> Hands-on Kits <i>N.W. Harris Learning Collection:</i> <a href="http://harris.fieldmuseum.org/">http://harris.fieldmuseum.org/</a></p>	<p><b>Q4</b> Teacher Created Assessment <b>RI.2.3 , W.2.7, SL.2.3</b></p>



## Third Grade CPS Social Science Curriculum Map

### Quarter 1 Theme – Individual Development and Identity Before Chicago

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate life in Chicago before there was a city and analyze how the environment, peoples and events far away led to many different cultures populating the area and that people used/use maps to navigate the world in the past and the present. .	<p>1. <b>History:</b> They study of political, economic, and social patterns reveals continuity and change over time.</p> <p>2. <b>Geography</b> people used/use maps to navigate the world in the past and the present. 3.</p> <p>3. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p>	<p>1. <b>History:</b> Why is it important to learn the history of Chicago?</p> <p>2. <b>Geography:</b> In what ways are your daily activities determined by climate and physical geography?</p> <p>3. <b>Identity:</b> In what ways has Chicago’s history and culture been influenced by people from around the world?</p>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/mapping/">http://www.loc.gov/teachers/classroommaterials/lessons/mapping/</a></p> <p>1 Extended Text per quarter</p> <p>Layne, Steven and Debbie <i>Wis for Windy City: A Chicago City Alphabet</i> Sleeping Bear Press, 2010</p>	<p><b>Chicago History Museum</b> <i>My Chicago: Ft. Dearborn (Activity 2)</i> <a href="http://www.chicagohistory.org/mychicago/pdf/lesson2.pdf">http://www.chicagohistory.org/mychicago/pdf/lesson2.pdf</a></p> <p><b>DuSable Museum of African American History</b> <a href="http://www.dusablemuseum.org/">http://www.dusablemuseum.org/</a></p>	<p><b>Q1</b> Teacher Created Assessment <b>W.3.2 , RI.3.1, SL.3.2</b> (text dependent questions that measure students’ comprehension and provide them with the information needed to develop their narrative writing piece)</p>

### Quarter 2 Theme – Types of Power, Authority, and Governance How Chicago Was Created

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate life in early Chicago and analyze how the environment, peoples and events far away led to a decision that Chicago should be designed as a city from the very beginning, the only city in America that was so designed.	<p>1. <b>Economic</b> systems differ with respect to level of stability, efficiency, freedom, security, and equality.</p> <p>2. <b>Geography:</b> People use maps to navigate the physical world and to understand local, national, and global events, conditions, and issues.</p> <p>3. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p>	<p>1. <b>Economics:</b> How do we derive meaning from maps?</p> <p>2. <b>Geography:</b> How did climate and physical geography affect development and change in Chicago?</p> <p>3. <b>Identity:</b> Why do cultures come into conflict?</p>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/mark-et/">http://www.loc.gov/teachers/classroommaterials/lessons/mark-et/</a></p> <p>1 Extended Text per quarter</p> <p>Hurd, Owen <i>Chicago History for Kids: Triumphs and Tragedies of the Windy City</i> Chicago Review Press, 2007</p>	<p><b>Chicago History Museum</b> <i>Great Chicago Stories</i> Early Chicago: Trading Mystery <a href="http://greatchicagostories.com/chicago/index.php">http://greatchicagostories.com/chicago/index.php</a> <i>My Chicago: Downloadable Activities and Online Games</i> Activity 1: The Chicago Flag <a href="http://www.chicagohistory.org/mychicago/pdf/lesson1.pdf">http://www.chicagohistory.org/mychicago/pdf/lesson1.pdf</a></p>	<p><b>Q2</b> Teacher Created Assessment <b>W.3.2 , RI.3.2, SL.3.2</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

## Third Grade CPS Social Science Curriculum Map

### Quarter 3 Theme – *Individuals, Groups, and Institutions* Chicago Today

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate and analyze how Chicago became the third largest city in the United States and one of the finest cities in the world and Chicago’s role in the country and the world.	<ol style="list-style-type: none"> <li><b>Economics:</b> Various social and political issues impact and are impacted by the economy.</li> <li><b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</li> <li><b>Civics:</b> All communities have important civic and cultural resources that can enhance, strengthen, and sustain individual and community life.</li> </ol>	<ol style="list-style-type: none"> <li><b>Economics:</b> How do political, social, and cultural factors provide incentives and disincentives that influence economic choices?</li> <li><b>Identity:</b> In what ways has Chicago’s history and culture been influenced by people from around the world?</li> <li><b>Civics:</b> How do citizens protect their own rights while also maintaining responsibility towards others in their community?</li> </ol>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Olson, Kay M.; Barnett III, Charles; <i>The Great Chicago Fire of 1871</i> Capstone Press, 2006</p> <p>Gamble, Adam, <i>Count to Sleep</i> Chicago (Good Night Our World series) [Board Book] 2011</p> <p>Mullin, Michael, <i>Larry Gets Lost in Chicago</i> Sasquatch Books 2011</p>	<p><b>Chicago Metro History Education Center</b> “Swamp to City”: <a href="http://www.chicagoportage.org/stc_units.htm">http://www.chicagoportage.org/stc_units.htm</a></p> <p>“Becoming an American in Chicago” : (<a href="http://www.chicagohistoryfair.org/for-teachers/curriculum/becoming-an-american-in-chicago.htm">http://www.chicagohistoryfair.org/for-teachers/curriculum/becoming-an-american-in-chicago.htm</a>)</p> <p><b>(Terra Foundation):</b> American Art lesson plan on “Migration, Relocation, and Segregation” <a href="http://www.terraamericanart.org/wp-content/uploads/2012/05/Migration-Relocation-Segregation-LessonPlan.pdf">http://www.terraamericanart.org/wp-content/uploads/2012/05/Migration-Relocation-Segregation-LessonPlan.pdf</a> (curricular resource focused on artwork at the Art Institute of Chicago)</p>	<p><b>Q3</b> Teacher Created Assessment <b>W.3.8 , RI.3.3, SL.3.2</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their opinion~ piece)</p>

### Quarter 4 Theme – *Culture* Chicago and Cities from Around the World

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate, compare and contrast and understand the different circumstances surrounding how cities become cities around the world, their similarities and differences, and their role in developing culture, economics, art and politics.	<ol style="list-style-type: none"> <li><b>Politics</b> involves competing ideas about the common good and the role of the individual.</li> <li><b>Geography:</b> A city's geographical features affect how its people live and interact with others in the world.</li> <li><b>Identity:</b> Chicago is a leading center of culture and diversity.</li> </ol>	<ol style="list-style-type: none"> <li><b>Politics:</b> How does a community develop the structure and function of its government?</li> <li><b>Geography:</b> In what ways are your daily activities determined by climate and physical geography?</li> <li><b>Identity:</b> In what ways has Chicago’s history and culture been influenced by people from around the world?</li> </ol>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Ventura, Piero. <i>Book of Cities</i> Universe Publishing 2009</p>	<p><b>Chicago Metro History Education Center</b> <i>Public Art in Chicago History</i> <a href="http://www.chicagohistoryfair.org/for-teachers/curriculum/public-art-in-chicago-history.html">http://www.chicagohistoryfair.org/for-teachers/curriculum/public-art-in-chicago-history.html</a></p> <p><b>The Smart Museum</b> <i>Vision and Communism</i> (Exhibition Guide) <a href="http://smartmuseum.uchicago.edu/learn/k-12/VC_handout_F.pdf">http://smartmuseum.uchicago.edu/learn/k-12/VC_handout_F.pdf</a></p>	<p><b>Q4</b> Teacher Created Assessment <b>W.3.8 , RI.3.3, SL.3.3</b> (text dependent questions that measure students’ comprehension and provides them with the evidence needed to develop their opinion piece)</p>

## Fourth Grade CPS Social Science Curriculum Map

### Quarter 1 Theme – Time, Continuity, and Change History of Illinois

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate and analyze how geography and events far away led to the founding of Illinois and its relationship to both the frontiersmen of Kentucky and the entrepreneurs of the Northeast and its growth into one of the most important states in the U.S.	<ol style="list-style-type: none"> <li><b>Politics</b> is a process to determine who governs and for what purposes.</li> <li><b>History:</b> The study of political, economic, and social patterns reveals continuity and change over time.</li> <li><b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</li> <li><b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</li> </ol>	<ol style="list-style-type: none"> <li><b>Politics:</b> How does a community develop the structure and function of its government?</li> <li><b>History:</b> How has the world changed and how might it change in the future?</li> <li><b>Geography:</b> How does the environment affect us? /How do we affect the environment?</li> <li><b>Identity:</b> What makes people who they are? / What things shape identity?</li> </ol>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter  <a href="http://www.atozkidsstuff.com/illinois.html">http://www.atozkidsstuff.com/illinois.html</a> A to Z Kid's Stuff, Illinois</p> <p>Marsh, Carole, <i>Christopher Columbus Comes to Illinois</i>, Gallopade International 1999</p>	<p><b>Chicago Metro History Education Center</b> <i>Early Illinois History through Art</i> <a href="http://www.chicagohistoryfair.org/images/stories/pdfs/early%20Illinois%20history%20through%20art.pdf">http://www.chicagohistoryfair.org/images/stories/pdfs/early%20Illinois%20history%20through%20art.pdf</a></p> <p><b>Illinois Holocaust Museum &amp; Education Center:</b> Literature Based Teaching Trunk (K-4) "Our Town; Our Community" - They explore how to be a responsible citizen, to understand core values of respect, care, justice, civic virtue and citizenship.</p>	<p><b>Q1</b> Teacher Created Assessments <b>W.4.2 , RI.4.1 , SL.4.1d</b> (text dependent questions that measure students' comprehension and provides them with the information needed to develop their narrative writing piece)</p>

### Quarter 2 Theme – Types of Power, Authority, and Governance Illinois Today

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate and analyze the issues facing modern Illinois, including how geography, politics and urban, suburban and rural communities affect one another creating conflict, compromise and cooperation to benefit all of Illinois' residents.	<ol style="list-style-type: none"> <li><b>Civics</b> is a process to determine who participates in bettering society and for what purposes.</li> <li><b>Politics:</b> Different political systems structure and distribute power in distinct ways.</li> <li><b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors, and all economic choices have costs.</li> <li><b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</li> </ol>	<ol style="list-style-type: none"> <li><b>Civics:</b> How does a community depend on its citizens to keep order and safety?</li> <li><b>Politics:</b> How are communities similar and different in how they form and operate governments, identify leaders and resolve conflicts?</li> <li><b>Economics:</b> What is the responsibility of a community to provide for the needs and wants of its members?</li> <li><b>Geography:</b> Who has explored, visited and settled in the land in our community? Where did they come from?</li> </ol>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter  <a href="http://www.illinoishistory.gov/prairiepages.htm">http://www.illinoishistory.gov/prairiepages.htm</a> <i>Prairie Pages</i>, first published in 1985, was intended to provide teachers and other interested persons with curriculum materials for elementary age students</p> <p>Thompson, Kathleen, Illinois (Portrait of America, series) Steck-Vaughn, 1996</p>	<p><b>Chicago Metro History Education Center</b> "Swamp to City" <a href="http://www.chicagoportage.org/stc_units.htm">http://www.chicagoportage.org/stc_units.htm</a></p> <p><b>DuSable Museum of African American History</b> <a href="http://www.dusablemuseum.org/">http://www.dusablemuseum.org/</a></p>	<p><b>Q2</b> Teacher Created Assessments <b>W.4.2 RI.4.3, SL.4.2</b> (text dependent questions that measure students' comprehension and provides them with the evidence needed to develop their informational writing piece)</p>

## Fourth Grade CPS Social Science Curriculum Map

### Quarter 3 Theme – *Individuals, Groups, and Institutions* *U.S. Regional Movement and Culture*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate and analyze how and why people migrate and how migration has affected Illinois over time.	<p>1. <b>Economics:</b> The study of political, economic, and social patterns reveals continuity and change over time.</p> <p>2. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</p> <p>3. <b>Identity</b> is shaped by dynamic interactions between: Individuals and groups; agency and structure; nature and environment.</p>	<p>1. <b>Economics:</b> How does production and acquisition of goods and services differ among communities?</p> <p>2. <b>Geography:</b> How do environmental and geographic features of a region affect its development and growth?</p> <p>3. <b>Identity:</b> Did groups of people stay here or leave? How do we know they were here?</p>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Herbert, Janis <i>Abraham Lincoln for Kids: His Life and Times</i> Chicago Press Review, 2007</p>	<p><b>TERRA Foundation for American Art</b> <i>Migration, Relocation, and Segregation” (Terra Foundation)</i> <a href="http://www.terraamericanart.org/wp-content/uploads/2012/05/Migration-Relocation-Segregation-LessonPlan.pdf">http://www.terraamericanart.org/wp-content/uploads/2012/05/Migration-Relocation-Segregation-LessonPlan.pdf</a></p>	<p><b>Q3</b> Teacher Created Assessments <b>W.4.7, RI.4.6, SL.4.4</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their opinion piece)</p>

### Quarter 4 Theme – *Culture* *Illinois and the World*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate and analyze the role Illinois plays in the contemporary world.	<p>1. <b>Politics:</b> Various social and political issues (e.g., labor, the environment, and international trade) impact and are impacted by the global economy.</p> <p>2. <b>Economic</b> systems differ with respect to level of stability, efficiency, freedom, security, and equality.</p> <p>3. <b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</p> <p>4. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p>	<p>1. <b>Politics:</b> How are world communities similar and different in how they form and operate governments, identify leaders and resolve conflicts?</p> <p>2. <b>Economics:</b> What is the responsibility of a world community to provide for the needs and wants of its members?</p> <p>3. <b>Geography:</b> How do environmental and geographic features of a region affect its development and growth?</p> <p>4. <b>Identity:</b> How are cultures around the world the same and different?</p>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p><a href="http://www.illinoishistory.gov/prairiepages.htm">http://www.illinoishistory.gov/prairiepages.htm</a> <i>Prairie Pages</i>, first published in 1985, was intended to provide teachers and other interested persons with curriculum materials for elementary age students</p> <p>Robinet, Harriett Gillem, <i>Missing from Haymarket Square</i> Athenium, 2001</p>	<p><b>The Smart Museum of Art</b> <i>Heartland (Exhibition Guide)</i> <a href="http://smartmuseum.uchicago.edu/learn/k-12/teacher-resources/">http://smartmuseum.uchicago.edu/learn/k-12/teacher-resources/</a></p> <p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring; <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p>	<p><b>Q4</b> Teacher Created Assessments <b>W.4.9, RI.4.6, SL.4.5</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

## Fifth Grade CPS Social Science Curriculum Map

### Quarter 1 Theme – People, Places, and Environments The Americas Before People and Early Migrations

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate and understand how early humans reacted to their environment and each other.	<ol style="list-style-type: none"> <li><b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</li> <li><b>Identity</b> is shaped by dynamic interactions between: individuals and groups; agency and structure; nature and environment.</li> <li><b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</li> </ol>	<ol style="list-style-type: none"> <li><b>Geography:</b> How does the environment affect us? How do we affect the environment?</li> <li><b>Identity:</b> How and why do beginnings matter?</li> <li><b>History:</b> Whose story is it? Were the Americas discovered or conquered?</li> </ol>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Mann, Charles C. <i>America Before Columbus: The Americas of 1491</i> Atheneum Books for Young Readers, 200</p>	<p><b>Field Museum of Natural History</b> <i>Ancient Americas Exhibition Website</i> <a href="http://archive.fieldmuseum.org/ancientamericas/index.html">http://archive.fieldmuseum.org/ancientamericas/index.html</a> <i>About the Americas: Ice Age (11,000-30,000 years ago)</i> <a href="http://archive.fieldmuseum.org/ancientamericas/iceage.asp">http://archive.fieldmuseum.org/ancientamericas/iceage.asp</a></p>	<p><b>Q1</b> Teacher Created Assessments <b>W.5.1 , RI.5.2, SL.5.3</b> (text dependent questions that measure students' comprehension and provide them with the information needed to develop their narrative writing piece)</p>

### Quarter 2 Theme – Time, Continuity, and Change Development of Central and South America

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate and understand how early indigenous human cultures developed in South and Central America.	<ol style="list-style-type: none"> <li><b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</li> <li><b>Economic</b> systems are structured to meet the needs and wants of different societies.</li> <li><b>Civics:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</li> </ol>	<ol style="list-style-type: none"> <li><b>Identity:</b> How does where you live affect who you are?</li> <li><b>Economics:</b> How do communities decide how to provide their people with what they want and need?</li> <li><b>Civics:</b> How are South American communities similar and different in how they form and operate governments, identify leaders and resolve conflicts?</li> </ol>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Ferguson, Diana <i>Tales of the Plumed Serpent: Aztec, Inca and Mayan Myths</i> Collins and Brown, 2000</p>	<p><b>Field Museum of Natural History</b> <i>Ancient Americas Educator Guide</i> <a href="http://archive.fieldmuseum.org/ancientamericas/pdf/Educator_Guide.pdf">http://archive.fieldmuseum.org/ancientamericas/pdf/Educator_Guide.pdf</a> <i>Ancient Americas Exhibition Website</i> <a href="http://archive.fieldmuseum.org/ancientamericas/index.html">http://archive.fieldmuseum.org/ancientamericas/index.html</a> <i>Ice Age (11,000-30,000 years ago)</i> <a href="http://archive.fieldmuseum.org/ancientamericas/iceage.asp">http://archive.fieldmuseum.org/ancientamericas/iceage.asp</a></p>	<p><b>Q2</b> Teacher Created Assessments <b>W.5.2, RI.5.5, SL.5.1c</b> (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

## Fifth Grade CPS Social Science Curriculum Map

### Quarter 3 Theme – Time, Continuity, and Change Development of North America

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate and understand how early indigenous human cultures developed in North America.	<ol style="list-style-type: none"> <li><b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</li> <li><b>Economic</b> systems are structured to meet the needs and wants of different societies.</li> <li><b>Civics:</b> Interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</li> </ol>	<ol style="list-style-type: none"> <li><b>Identity:</b> How does where you live affect who you are?</li> <li><b>Economics:</b> How do communities decide how to provide their people with what they want and need?</li> <li><b>Civics:</b> How are North American communities similar and different in how they form and operate governments, identify leaders and resolve conflicts?</li> </ol>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Erdrich, Louise <i>The Game of Silence</i> Harper Collins 2006</p>	<p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring; <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p>	<p><b>Q3</b></p> <p>Teacher Created Assessments <b>W.5.4 , RI.5.1 , SL.5.4</b> (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their opinion piece)</p>

### Quarter 4 Theme – Individuals, Groups, and Institutions Beginning of European Migration

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
By the end of this unit students will be able to investigate and understand how early European cultures began exploring the Americas from Europe.	<ol style="list-style-type: none"> <li><b>Geography:</b> Humans interact with their environments to reflect their needs, interests, and values.</li> <li><b>History:</b> Knowing context deepens our understanding of historical events.</li> </ol>	<ol style="list-style-type: none"> <li><b>Geography:</b> How does movement affect an existing community?</li> <li><b>History:</b> Were the Americas discovered, conquered or neither?</li> </ol>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>January, Bredan <i>Explorers of North America</i> Children's Press 2000</p> <p>Freedman, Russell <i>Who was First? Discovering the Americas</i> Clarion Books 2007</p>	<p><b>Field Museum of Natural History</b></p> <p><i>Ancient Americas Educator Guide</i> <a href="http://archive.fieldmuseum.org/ancientamericas/pdf/Educator_Guide.pdf">http://archive.fieldmuseum.org/ancientamericas/pdf/Educator_Guide.pdf</a></p> <p><i>Ancient Americas Exhibition Website</i> <a href="http://archive.fieldmuseum.org/ancientamericas/index.html">http://archive.fieldmuseum.org/ancientamericas/index.html</a></p>	<p><b>Q4</b></p> <p>Teacher Created Assessments <b>W.5.6, RI.5.6, SL.5.5</b> (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

## Sixth Grade CPS Social Science Curriculum Map

### Quarter 1, Unit 1 Theme – *Identity* *Introduction to Geography*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand the development of the basic concepts and different types of geography.	<ol style="list-style-type: none"> <li><b>History:</b> Time, place, and culture influence our perspectives on people and issues.</li> <li><b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</li> <li><b>Geography:</b> Climate and natural resources affect the way people live and work.</li> </ol>	<ol style="list-style-type: none"> <li><b>History:</b> How can studying the past help us understand the present world and the future?</li> <li><b>Identity:</b> How are diverse identities and cultures alike and different?</li> <li><b>Geography:</b> What impact did geography have on the development of cultures within ancient civilizations?</li> </ol>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Andrzejewski, Tricia <i>Walking the earth: the History of Human Migration</i> Twenty First Century Books, 2006</p>	<p><b>Global Oneness Project</b></p> <p>Film: <i>A Thousand Suns</i> (a short film about the Gamo people of the African Rift Valley, Ethiopia)</p>	<p><b>Q1 Unit 1 BOY RH.6-8.1 , WHST.6-8.9</b> Reach Performance Task for pre-assessment</p> <p>Teacher-created performance assessment Focus on arguments Primary Standards Assessed: <b>WHST6-8.1, RH.6-8.1 SL.6.4</b> (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

### Quarter 1, Unit 2 Theme – *Identity* *Everything Out of Africa*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand that that Man emanated out of Africa and that Africa was the home of many diverse and advanced cultures.	<ol style="list-style-type: none"> <li><b>History:</b> Events and actions of the past affect the present and the future.</li> <li><b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</li> <li><b>Geography:</b> Movement and migration of people and ideas affect the past, present, and future.</li> </ol>	<ol style="list-style-type: none"> <li><b>History:</b> How does the legacy of earlier groups and individuals influence subsequent generations?</li> <li><b>Identity:</b> Do individuals create culture or does culture create individuals?</li> <li><b>Geography:</b> How does movement affect an existing community? How does movement affect a new community?</li> </ol>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Burns, Kephra <i>Mansa Musa: Lion of Mali</i> Harcourt Children's Books; First Edition 2001</p>	<p><b>Art Works</b></p> <p>Slideshow: <i>Congo/Women</i> <a href="http://www.congowomen.org/Darfur/Darfur">http://www.congowomen.org/Darfur/Darfur</a> <a href="http://www.darfurdarfur.org/main/">http://www.darfurdarfur.org/main/</a></p>	<p><b>Q1,U2</b></p> <p>Teacher-created performance assessment Focus on argument Primary Standards Assessed: <b>RH.6-8.1; WHST.6-8.1, WHST.6-8.2, SL.6.5</b> (text dependent questions that will provide students with the evidence needed to develop their informational writing piece)</p>



## Sixth Grade CPS Social Science Curriculum Map

### Quarter 2, Unit 3 Theme – Power Development of Eastern Mediterranean

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand the development of the Eastern and Western Mediterranean and how the rise of the civilizations of the Mediterranean influenced the development of the world.	<ol style="list-style-type: none"> <li><b>Politics</b> is a process to determine who governs and for what purposes.</li> <li><b>Geography:</b> Movement and migration of people and ideas affect the past, present, and future.</li> <li><b>Economic</b> systems are structured to meet the needs and wants of different societies.</li> </ol>	<ol style="list-style-type: none"> <li><b>Politics:</b> What is power? Where does it come from?</li> <li><b>Geography:</b> How does where people live influence how they live?</li> <li><b>Economics:</b> How do economic needs and wants affect decisions of individuals, groups, and institutions (political and social)?</li> </ol>	5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a>  1 Extended Text per quarter  Townsend, Michael <i>Amazing Greek Myths of Wonder and Blunders</i> Dial, 2007	<b>Field Museum of Natural History</b> <i>Evolving Planet</i> Educator Guide <a href="http://archive.fieldmuseum.org/evolvingplanet/educational_3.asp">http://archive.fieldmuseum.org/evolvingplanet/educational_3.asp</a>  <b>Artworks: BLOOD/STONES:</b> Burmese Rubies <a href="http://burmeserubies.org/">http://burmeserubies.org/</a> Series of slideshows with information and statistics attached dealing with the effect of natural resource exploitation on Burma’s citizens. Also highlights the effects of military government, disease, and natural disaster.	<b>Q2, U3</b> Teacher-created performance assessment Focus on inform & explain <b>WHST.6-8.2 RH6-8.2, SL.6.4</b> (text dependent questions that will provide students with the evidence needed to develop their informational writing piece).

### Quarter 2, Unit 4 Theme – Power Development of Western Mediterranean

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand the development of the Eastern and Western Mediterranean and how the rise of the civilizations of the Mediterranean influenced the development of the world.	<ol style="list-style-type: none"> <li><b>Politics:</b> There is a dynamic interaction between power and political structures.</li> <li><b>Geography:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions.</li> <li><b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</li> </ol>	<ol style="list-style-type: none"> <li><b>Politics:</b> Are governments necessary for the protection of people in society?</li> <li><b>Geography:</b> Does geography determine history?</li> <li><b>Identity:</b> How can differing points of view affect relations between and within societies?</li> </ol>	5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a>  1 Extended Text per quarter  Homer; Strachan, Ian <i>The Iliad</i> Kingfisher Books 1997 5-9 Short Texts per quarter	<b>Field Museum of Natural History</b> <i>Evolving Planet</i> Educator Guide <a href="http://archive.fieldmuseum.org/evolvingplanet/educational_3.asp">http://archive.fieldmuseum.org/evolvingplanet/educational_3.asp</a>  <b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring; <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a>	<b>Q2,U4</b> Teacher-created performance assessment Focus on inform & explain <b>WHST.6-8.9 RH6-8.1.9, SL.6.4</b> (text dependent questions that will provide students with the evidence needed to develop their informational writing piece)



## Sixth Grade CPS Social Science Curriculum Map

### Quarter 3, Unit 5 Theme – Power Development of Western Europe

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand the development of Western Europe and how the rise of the civilizations of Western Europe developed out of the successes and failures of previous Mediterranean cultures.	<p>1. <b>Politics:</b> The distribution of power is a product of existing documents and laws combined with contemporary values and beliefs.</p> <p>2. <b>Civics:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</p> <p>3. <b>Economic</b> systems are structured to meet the needs and wants of different societies.</p>	<p>1. <b>Politics:</b> What is it about human nature that drives man to form governments?</p> <p>2. <b>Civics:</b> How do the rights and responsibilities of citizens reflect their national identity?</p> <p>3. <b>Economics:</b> How do economic needs and wants affect decisions of individuals, groups, and institutions (political and social)?</p>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Scandiffio, Laura, <i>The Crusades: Kids at the Crossroads</i> Annick Press, 20009</p>	<p><b>Field Museum of Natural History</b> <i>Evolving Planet</i> Educator Guide <a href="http://archive.fieldmuseum.org/evolvingplanet/educational_3.asp">http://archive.fieldmuseum.org/evolvingplanet/educational_3.asp</a></p>	<p><b>Q3, U5</b> Teacher-created performance assessment Focus on argument</p> <p><b>WHST.6-8.1, 6.2, RH.6-8.8, SL.6.4</b> (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

### Quarter 3, Unit 6 Theme - Power Spread of Ideas

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand how the rise of the civilizations of Western Europe along with the threat from, and their response to, the influence and advancement into Europe by civilizations to the East helped the development of cultures and societies from Europe to Asia.	<p>1. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>2. <b>History:</b> Events and actions of the past affect the present and the future.</p> <p>3. Knowledge of the past helps us understand the world and make better decisions about the future.</p> <p>4. <b>Identity:</b> Culture affects one's individual identity and belief system.</p>	<p>1. <b>Civics:</b> Why do individuals have different perspectives and biases (How are biases formed?) And how have they affected societies over time?</p> <p>2. <b>History:</b> How does the legacy of earlier groups and individuals influence subsequent generations?</p> <p>3. <b>Identity:</b> How is our sense of who we are determined by who came before us? How does knowledge of history limit or broaden our potential?</p>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Fritz, Jean and Paterson, Katherine, <i>The World in 1492</i> Henry Holth &amp; Co (J) 1992</p>	<p><b>Field Museum of Natural History</b> <i>Evolving Planet</i> Educator Guide <a href="http://archive.fieldmuseum.org/evolvingplanet/educational_3.asp">http://archive.fieldmuseum.org/evolvingplanet/educational_3.asp</a></p> <p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring; <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p>	<p><b>Q3, U6</b> Teacher-created performance assessment Focus on argument</p> <p><b>WHST.6-8.2b, RH.6-8.3, SL.6.4</b> (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

## Sixth Grade CPS Social Science Curriculum Map

### Quarter 4, Unit 7 Theme – *Identity* *Rise of Asia*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand how the rise of Asian cultures was impacted by geography and further to understand Asia’s ancient and modern influence on the world.	<ol style="list-style-type: none"> <li><b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</li> <li><b>Geography:</b> Climate and natural resources affect the way people live and work.</li> <li><b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</li> </ol>	<ol style="list-style-type: none"> <li><b>History:</b> Can studying the past help us understand the present world and the future?</li> <li><b>Geography:</b> Do geographical factors influence historical events?</li> <li><b>Identity:</b> Do individuals create culture or does culture create individuals?</li> </ol>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Stanley, Diane <i>Saladin: Noble Prince of Islam</i> Harper Collins 2002</p>	<p><b>ART WORKS</b></p> <p>Slideshow: <i>Women Between Peace and War: Afghanistan</i> <a href="http://www.artworksprojects.org/afghanistan/">http://www.artworksprojects.org/afghanistan/</a></p> <p>Congo/Women <a href="http://www.congowomen.org/">http://www.congowomen.org/</a></p> <p>Free online exhibition of photos, essays, data, sound, and interactive tools that address gender-based violence in the DRC.</p> <p>Darfur/Darfur <a href="http://www.darfurdarfur.org/main/">http://www.darfurdarfur.org/main/</a></p> <p>Photos and first-hand accounts of genocide in Darfur available for free online.</p>	<p><b>Q4, U7</b></p> <p>Teacher-created performance assessment</p> <p>Focus on inform &amp; explain <b>WHST6-8.9, RH.6-8.9, SL.6.5</b> (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

### Quarter 4, Unit 8 Theme – *Identity* *The Highway to Globalization*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand that from the onset of human cultures there has been a purposeful movement toward a global society and that beginning with Columbus’ voyage proving that the oceans were not a barrier that globalization became a reality for better and for worse of many societies.	<ol style="list-style-type: none"> <li><b>Geography:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions.</li> <li><b>Civics:</b> All human beings have human rights independent of their national citizenship</li> <li><b>Identity</b> is shaped by dynamic interactions between: individuals and groups; agency and structure; nature and environment.</li> </ol>	<ol style="list-style-type: none"> <li><b>Geography:</b> Can a nation expand its territory ethically?</li> <li><b>Civics:</b> Does the majority population have a responsibility to protect the rights of the minority populations?</li> <li><b>Identity:</b> Do certain events influence identity while others do not?</li> </ol>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Dean, Arlan <i>Terra-Cotta Soldiers: Army of Stone</i> Children’s Press, 2005</p>	<p><b>The Smart Museum of Art</b></p> <p><i>Echoes of the Past: The Buddhist Cave Temples of Xiangtangshian</i> <a href="http://smartmuseum.uchicago.edu/learn/k-12/xts_handout.pdf">http://smartmuseum.uchicago.edu/learn/k-12/xts_handout.pdf</a></p> <p><a href="http://www.artworksprojects.org/afghanistan/">http://www.artworksprojects.org/afghanistan/</a> <i>Displacement: The Three Gorges Dam and Contemporary Chinese Art</i> <a href="http://smartmuseum.uchicago.edu/learn/k-12/displacement_handout.pdf">http://smartmuseum.uchicago.edu/learn/k-12/displacement_handout.pdf</a></p>	<p><b>Q4, U8</b></p> <p>Teacher-created performance assessment</p> <p>Focus on inform &amp; explain Primary Standards Assessed: <b>RH.6-8.9; WHST.6-8.9, SL.6.5</b></p>

## Seventh Grade CPS Social Science Curriculum Map

### Quarter 1, Unit 1 Theme – Power Worlds Meet: Conflict, Challenges and Change

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand the historical concept of “context” and how the rise of the Atlantic World dramatically changed civilization allowing people to truly become global citizens. Students will also be able to research, investigate, analyze and understand the birth of the many facets of the American identity and its relationship to 17 <sup>th</sup> Century England.	<p>1. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</p> <p>2. <b>Politics:</b> Different political systems structure and distribute power in distinct ways.</p> <p>3. <b>Identity:</b> Identity is cultivated over long periods of time through shared experiences, beliefs and culture.</p> <p>4. <b>Geography:</b> Movement and migration of people and ideas affects the past, present, and future.</p>	<p>1. <b>History:</b> Does the distant past have a direct effect on my life today, or am I a self-determined individual?</p> <p>2. <b>Politics:</b> Are contemporary socio/political beliefs a direct reflection of those held by our earliest colonial forefathers?</p> <p>3. <b>Identity:</b> How do we define the “American” Identity?</p> <p>4. <b>Geography:</b> Does where one lives determine how one lives and what one believes?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Leon-Portilla, Miguel <i>The Broken Spears: The Aztec Account of the Conquest of Mexico Boston</i>, Beacon Press; Exp Upd Su edition 1992</p> <p><b>Primary and Secondary Short Texts:</b> Cortez, Hernan. <i>Hernan Cortez to Emperor Carlos V., 152 In Hernan Cortez: Letters from Mexico. Translated and edited by Anthony Pagden, 72-7</i> New Haven and New London: Yale University Press, 1986.</p> <p>Secondary Source, Fritz, Jean <i>The World in 1492</i> New York, Henry Holt and Co. 1992</p>	<p><b>Field Museum of Natural History</b> <a href="http://fieldmuseum.org/happening/exhibits/ancient-americas">http://fieldmuseum.org/happening/exhibits/ancient-americas</a> <a href="http://fieldmuseum.org/schools/6th-8th-grade">http://fieldmuseum.org/schools/6th-8th-grade</a></p> <p><b>TPS Primary Source Nexus, Library of Congress</b> Various Primary Source Documents in both Spanish and English available through the Library of Congress (LOC) <a href="http://international.loc.gov/intldl/drakehtml/rbdkactors.html">http://international.loc.gov/intldl/drakehtml/rbdkactors.html</a></p>	<p><b>Q1 Unit 1 BOY RH.6-8.2, WHST.6-8.9</b> Reach Performance Task for pre-assessment Teacher-created performance assessment Focus on inform and explain Primary Standards Assessed: <b>WHST.6-8.2, RH.6-8.9, SL.7.5</b> (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

### Quarter 1, Unit 2 Theme – Identity Early Colonial America

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
Students will be able to research, investigate, analyze and understand the birth of the many facets of the American identity and its relationship to 17 <sup>th</sup> Century England.	<p>1. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</p> <p>2. <b>Politics:</b> Different political systems structure and distribute power in distinct ways.</p> <p>3. <b>Identity:</b> Identity is cultivated over long periods of time through shared</p>	<p>1. <b>History:</b> Does the distant past have a direct effect on my life today, or am I a self-determined individual?</p> <p>2. <b>Politics:</b> Are contemporary socio/political beliefs a direct reflection of those held by our earliest colonial forefathers?</p> <p>3. <b>Identity:</b> How do we define the “American” Identity?</p> <p>4. <b>Geography:</b> Does where one</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Secondary Source, Selected longer passages from: Fischer,</p>	<p><b>TPS BARAT Primary Source Nexus, Library of Congress</b> <a href="http://primarysourcenexus.org/2012/08/learning-from-the-source-settlement-primary-source-set/">http://primarysourcenexus.org/2012/08/learning-from-the-source-settlement-primary-source-set/</a></p> <p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons</p>	<p><b>Q2, U2</b> Teacher-created performance assessment Focus on argument Primary Standards Assessed: <b>WHST.6-8.2, RH.6-8.9, SL.7.5</b> (text dependent questions that will provide students with the evidence needed to develop their informational writing piece)</p>

## Seventh Grade CPS Social Science Curriculum Map

	<p>experiences, beliefs and culture.</p> <p>4. <b>Geography:</b> Movement and migration of people and ideas affects the past, present, and future.</p>	<p>lives determine how one lives and what one believes?</p>	<p>David Hackett. <i>Albion's Seed: Four British Folkways in America</i> New York, Oxford University Press, 1989</p> <p><b>Primary and Secondary Short Texts:</b></p> <p>Historical Fiction, Selected writings from Sears, Lorenzo L.H.D. <i>American Literature in the Colonial and National Periods</i> Little, Brown and Co., Boston 1902; Mackay</p> <p>Hutchinson Cortissoz, Ellen, Stedman, Arthur <i>A Library of American Literature: Later Colonial Period, 1676 – 1764 Vols. 1 &amp; 2</i> Charles Webster and Company, NY 1888</p>	<p>searchable; PD content or pedagogy on demand and school/teacher mentoring;</p> <p><a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p>	
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### Quarter 2, Unit 3 Theme – *Identity* *The Meaning of Liberty*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>By the end of this unit students will be able to investigate, analyze and understand the roots of American socio/political/economic and cultural beliefs, why it became necessary for Americans to seek their independence and how that struggle gave rise to the concept of American Exceptionalism.</p>	<p>1. <b>History:</b> Events and actions of the past affect the present and the future.</p> <p>2. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p> <p>3. <b>Politics:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</p>	<p>1. <b>History:</b> How has the world changed and how might it change in the future?</p> <p>2. <b>Identity:</b> What makes people who they are? / What things shape identity?</p> <p>3. <b>Politics:</b> How does the political legacy of earlier groups and individuals influence subsequent generations?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Collier, James and Collier, Christopher, <i>My Brother Sam is Dead</i> New York, Scholastic Inc, 1985</p> <p><b>Academic Video</b> <i>Mary Silliman's War</i> National Endowment for the Arts 1995 Short Texts, primary source documents located at</p> <p><b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a></p>	<p><b>Chicago History Museum</b> <a href="http://chicagohistory.org/static_media/pdf/historylab/chm-historylabhtolpdf">http://chicagohistory.org/static_media/pdf/historylab/chm-historylabhtolpdf</a> <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/</a></p>	<p><b>Q2, U3</b> Teacher-created performance assessment Focus on research WHST.6-8.1, 6-8.2 <b>RH6-8.8, WHST.6-8.8, SL.7.4</b> (text dependent questions that will provide students with the evidence needed to develop their informational writing piece)</p>

## Seventh Grade CPS Social Science Curriculum Map

### Quarter 2, Unit 4 Theme – Conflict/Compromise Confederation or Nation

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>Students will be able to further investigate and analyze how conflict between opposing political philosophies pertaining to the type of government this new nation should adopt. Students also will understand the debates about the limits and role of government and how to maintain personal liberty by reading tracts from Federalist and Anti-federalists papers as well as introductory writings of political theorists like Montesquieu and Rousseau.</p>	<p>1. <b>History:</b> Knowing context deepens our understanding of historical events.                  2. <b>Politics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.                  3. <b>Economics:</b> Economic systems are structured to meet the needs and wants of different societies (FL).</p>	<p>1. <b>History:</b> Is it right to judge the people and events of the past with the values of the present?                  2. <b>Politics:</b> How do citizens (both individually and collectively) influence government policy?                  3. <b>Economics:</b> How do economic needs and wants affect decisions of individuals, groups, and institutions (political and social)?</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter;                  2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  <b>Extended Text</b>                  Fradin, Dennis Brindell <i>The Founders: The 39 Stories Behind the Constitution</i>, Walker Children’s NY 2005  <b>Primary and Secondary Short Texts:</b>                  Short Texts: Compilation of Primary Source Documents  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/</a></p>	<p><b>Chicago History Museum</b>  <a href="http://www.chicagohistory.org/education/resources/history-lab/slavery-and-freedom-in-america">http://www.chicagohistory.org/education/resources/history-lab/slavery-and-freedom-in-america</a>   <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/</a></p>	<p><b>Q2, U4</b>                  Teacher-created performance assessment                  Focus on argument  <b>RH6-8.8, WHST.6-8.8 , SL.7.4</b> (text dependent questions that will provide students with the evidence needed to develop their informational writing piece)</p>

## Seventh Grade CPS Social Science Curriculum Map

### Quarter 3, Unit 5 Theme – Justice/Injustice Challenges of Expansion

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>Students will be able to further investigate and analyze how sectional differences created socio/political/economic and cultural conflicts primarily surrounding the moral and legal right to enslave people.</p> <p>By the end of this unit students will be able to understand that cultural tensions surrounding the themes of liberty, rights and political economy grew to crisis proportions with the expansion of the territorial United States leading to the Civil War.</p>	<p>1. <b>Economics:</b> Economic systems differ with respect to level of stability, efficiency, freedom, security, and equality. (FL)</p> <p>2. <b>Geography:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions.</p> <p>3. <b>Politics</b> involves competing ideas about the common good and the role of the individual (C).</p> <p>4. <b>History:</b> Knowing context deepens our understanding of historical events.</p>	<p>1. <b>Economics:</b> How do economic needs and wants affect decisions of individuals, groups, and institutions (political and social)?</p> <p>2. <b>Geography:</b> How does where people live influence how they live?</p> <p>3. <b>Politics:</b> How do citizens (both individually and collectively) influence government policy?</p> <p>4. <b>History:</b> In what ways do multiple perspectives better inform our understanding of history?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Horn, Jeffery M., <i>John Brown: Putting Actions Above Words (Voices for Freedom: Abolitionist Heroes)</i> Crabtree Publishing, NY 2009</p> <p><b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org/L">http://primarysourcenus.org/L</a></p>	<p><b>Chicago History Museum</b> <a href="http://www.chicagohistory.org/education/resources/history-lab/african-american-life-in-the-nineteenth-century">http://www.chicagohistory.org/education/resources/history-lab/african-american-life-in-the-nineteenth-century</a> <a href="http://www.loc.gov/teachers/classroommaterials/primarysources/constitition/">http://www.loc.gov/teachers/classroommaterials/primarysources/constitition/</a></p> <p><b>DuSable Museum of African American History</b> <a href="http://www.dusablemuseum.org/">http://www.dusablemuseum.org/</a></p>	<p><b>Q3, U5</b> Teacher-created performance assessment Focus on narrative (argument writing) <b>RH6-8.8, WHST.6-8.8, SL.7.4</b> (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

### Quarter 3, Unit 6 Theme – Power War or Rebellion

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>By the end of this unit students will be able to investigate, analyze and understand some of the direct causes of the Civil War and the social, political and economic devastation that the war caused on the entire nation.</p>	<p>1. <b>Civics:</b> All human beings have human rights independent of their national citizenship</p> <p>2. <b>History:</b> Events and actions of the past affect the present and the future.</p> <p>3. <b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors and all economic choices have costs.</p> <p>4. <b>Politics</b> involves competing ideas about the common good and the role of the individual.</p>	<p>1. <b>Civics:</b> How can national citizenship conflict with human rights?</p> <p>2. <b>History:</b> From whose viewpoint are we seeing or reading or hearing? From what angle or perspective.</p> <p>3. <b>History:</b> In what ways do multiple perspectives better inform our understanding of history?</p> <p>4. <b>Economics:</b> How do political, social, and cultural factors provide incentives and disincentives that influence economic choices?</p> <p>5. <b>Politics:</b> What is power and how is it gained, used, and justified?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Paulson, Gary <i>Soldier's Heart: Being the Story of the Enlistment and Due Service of the Boy Charley Goddard in the First Minnesota Volunteers</i> Laurel Leaf Publishing, 2000</p> <p><b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a></p>	<p><b>Chicago History Museum</b> <a href="http://greatchicagostories.com/halfway/">http://greatchicagostories.com/halfway/</a> <a href="http://www.chicagohistory.org/education/resources/history-lab/fighting-for-freedom-african-americans-in-the-civil-war">http://www.chicagohistory.org/education/resources/history-lab/fighting-for-freedom-african-americans-in-the-civil-war</a></p> <p><b>(Terra Foundation):</b> <i>The Civil War in Art</i>, web essay "Causes of the War: Westward Expansion" <a href="http://civilwarinart.org/exhibits/show/causes/introduction/westward-expansion">http://civilwarinart.org/exhibits/show/causes/introduction/westward-expansion</a> (curricular, content-specific materials for question: How does control of land and resources motivate people's actions?)</p>	<p><b>Q3, U6</b> Teacher-created performance assessment Focus on argument/ analysis (argument writing) <b>RH6-8.8, WHST.6-8.8, SL.7.4</b> (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

## Seventh Grade CPS Social Science Curriculum Map

### Quarter 4, Unit 7 Theme – *Conflict/Compromise* *The Promise of Reconstruction*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand the reasons for the initial hopes and successes within the areas of socio/political/economic equality for freed Africans.	<p>1. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</p> <p>2. <b>Identity:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</p> <p>3. <b>Civics:</b> People have differing views about the meaning and significance of citizenship.</p>	<p>1. <b>History:</b> What has happened in the past and am I connected to those in the past?</p> <p>2. <b>Identity:</b> Can we define an “American” identity and culture?</p> <p>3. <b>Civics:</b> Did the Civil War really end slavery?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Gillem Robinette, Harriett, <i>Forty Acres and Maybe a Mule</i>, Alladin, 2000</p> <p><b>Primary and Secondary Short Texts:</b> A Documentary History of Reconstruction Vol. I</p>	<p><b>Chicago History Museum</b> <a href="http://www.chicagohistory.org/static_media/pdf/historylab/c hm-historylabdofpdf">http://www.chicagohistory.org/static_media/pdf/historylab/c hm-historylabdofpdf</a></p> <p><b>TPS BARAT Primary Source Nexus, Library of Congress</b> Short Texts, primary source documents located at <a href="http://barat-tps.org/Links_Time.php#ARE">http://barat-tps.org/Links_Time.php#ARE</a></p> <p><i>DuSable Museum of African American History</i> <a href="http://www.dusablemuseum.org/">http://www.dusablemuseum.org/</a></p>	<p><b>Q4, U7</b> Teacher-created performance assessment Focus on analysis and argument (argument writing) <b>RH6-8.9, WHST.6-8.9 , SL.7.5</b> (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

## Seventh Grade CPS Social Science Curriculum Map

### Quarter 4, Unit 8 Theme –Identity A Dream Deferred

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>Students also will be able to investigate, analyze and understand the events and issues leading to the failure and abandonment of the Reconstruction and the effects and lasting impact of this failure on the United States.</p>	<ol style="list-style-type: none"> <li>1. <b>History:</b> Events and actions of the past affect the present and the future.</li> <li>2. <b>History:</b> Different perspectives affect the interpretation of history.</li> <li>3. <b>Economics:</b> Economic systems are structured to meet the needs and wants of different societies.</li> <li>4. <b>Civics:</b> All human beings have human rights independent of their national citizenship.</li> <li>5. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>History:</b> What has happened in the past and how am I connected to those in the past?</li> <li>2. <b>Economics:</b> What is the government’s responsibility to provide for the general welfare of its citizens?</li> <li>3. <b>Civics:</b> What are the rights and responsibilities of citizens in a democracy?</li> <li>4. <b>Identity:</b> What makes people who they are? / What things shape identity?</li> </ol>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> <b>Primary and Secondary Short Texts:</b> A Documentary History of Reconstruction Vol. II</p> <p>Café, William H.; Gavis, Raymond; Korstad, Robert; Ortiz, Paul; Parrish, Robert, <i>Remembering Jim Crow: African Americans Tell About Life in the Segregated South</i> The New Press, NY 2008</p>	<p><b>TPS BARAT Primary Source Nexus, Library of Congress</b> Documents pertaining to Reconstruction and the rise of the Jim Crow laws at: <a href="http://barat-tps.org/Links_Time.php#ARE">http://barat-tps.org/Links_Time.php#ARE</a></p> <p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring; <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p> <p>(Terra Foundation):Lesson plan: “What Will Freedom Bring? The Meaning of Emancipation for African Americans Following the Civil War <a href="http://www.civilwarinart.org/lessonplans/CWIA_WynnMarsh_allWhatWillFreedomBring.pdf">http://www.civilwarinart.org/lessonplans/CWIA_WynnMarsh_allWhatWillFreedomBring.pdf</a> (curricular resource focused on artwork)</p>	<p><b>Q4 Unit 8 EOY: RH.6-8.1 , WHST.6-8.9</b> Reach Performance Task for post assessment <b>Q4, U8</b> Teacher-created performance assessment Focus on analysis and argument Primary Standards Assessed: <b>RH6-8.9, WHST.6-8.9 , SL.7.5</b> <b>EOY:</b> Reach Performance Task for Post-Assessment</p>



## Eighth Grade CPS Social Science Curriculum Map

### Quarter 1, Unit 1 Theme – *Power* *Progress at What Cost?*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand the causes and impact of industrialization on the socio/political/economic and cultural life of America leading to unrest over labor and immigration issues.	<p>1. <b>Economic</b> systems differ with respect to level of stability, efficiency, freedom, security, and equality.</p> <p>2. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>3. <b>History:</b> Different perspectives affect the interpretation of history.</p>	<p>1. <b>Economics:</b> How do economic needs and wants affect decisions of individuals, groups, and institutions (political and social)?</p> <p>2. <b>Civics:</b> When should society control individuals?</p> <p>3. <b>History:</b> How can studying the past help us understand the present world and the future?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Campbell Bartoletti, Susan. <i>Kids on Strike</i> Sandpiper, 2003 Freedman, Russell <i>Kids at Work</i> Sandpiper 1998</p> <p><b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenexus.org/">http://primarysourcenexus.org/</a></p>	<p><b>TPS BARAT Primary Source Nexus, Library of Congress</b> <a href="http://barat-tps.org/Links_Time.php#ARE">http://barat-tps.org/Links_Time.php#ARE</a></p> <p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring; <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p> <p><b>Art Works:</b> At What Cost: Human Trafficking/Forced Labor/Child Labor <a href="http://www.at-what-cost.org/">http://www.at-what-cost.org/</a> Photographs, essays (personal stories of affected individuals), and a sound piece available online for free. Covers human trafficking, forced labor, and child labor in several regions around the world.</p>	<p><b>Q1 Unit 1 BOY RH.6-8.1 , WHST.6-8.9</b> Reach Performance Task for pre-assessment Teacher-created performance assessment Focus on inform and explain Primary Standards Assessed: <b>WHST6-8.1, RH.6-8.1 , SL.8.2</b> (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

### Quarter 1, Unit 2 Theme – *Identity* *The Changing Face of America*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand the impact that immigration had on the social/political/economic landscape of America.	<p>1. <b>Politics:</b> The study of political, economic, and social patterns reveals continuity and change over time.</p> <p>2. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p> <p>3. <b>History:</b> Time, place, and culture influence our perspectives on people and issues.</p>	<p>1. <b>Politics:</b> What are various types of power and how does each function?</p> <p>2. <b>Identity:</b> How are diverse identities and cultures alike and different?</p> <p>3. <b>History:</b> What has happened in the past and how am I connected to those in the past?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Brexel, Bernadette <i>Knights of Labor and the Haymarket Riot: The Fight</i> for the Eight-Hour</p>	<p><b>Chicago History Museum Online Resources</b> <i>Facing Freedom</i> <a href="http://facingfreedom.org/TeenChicago">http://facingfreedom.org/TeenChicago</a> <a href="http://www.chicagohistory.org/static_media/pdf/teenchicago/chm-teenchicagocurriculumguide.pdf">http://www.chicagohistory.org/static_media/pdf/teenchicago/chm-teenchicagocurriculumguide.pdf</a></p> <p><b>DuSable Museum of African American History</b></p>	<p><b>Q1, U2</b> Teacher-created performance assessment Focus on argument Primary Standards Assessed: <b>WHST6-8.1, RH.6-8.1 , SL.8.2</b> (text dependent questions that will provide students with the evidence needed to develop their informational writing piece)</p>

## Eighth Grade CPS Social Science Curriculum Map

			Workday Rosen Publishing 2004  <b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a>	<a href="http://www.dusablemuseum.org/">http://www.dusablemuseum.org/</a>	
Quarter 2, Unit 3 Theme – <i>Justice/Injustice</i> Introduction of Modernity					
Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand aspects of the progressive movement and its lasting impact on American society.	1. <b>Civics:</b> Individuals can make a difference in their communities by doing community service. 2. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies. 3. <b>Economics:</b> Various social and political issues (i.e., labor, the environment, and international trade) impact and are impacted by the global economy.	1. <b>Civics:</b> What are the rights and responsibilities of citizens in a democracy? 2. <b>Identity:</b> We can be influenced to “identify with” or to “identify against.” How has this been manipulated historically? 3. <b>Economics:</b> How do political, social, and cultural factors provide incentives and disincentives that influence economic choices?	Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  <b>Extended Text</b> <b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a> MacBain-Stephens, Jennifer Women's Suffrage: Giving The Right To Vote To All Americans, Women's Suffrage: Giving The Right To Vote To All Americans 2003	<b>Chicago Metro History Education Center</b> Art and Artifacts <a href="http://www.chicagohistoryfair.org/images/stories/pdfs/art%20and%20artifacts.pdf">http://www.chicagohistoryfair.org/images/stories/pdfs/art%20and%20artifacts.pdf</a>  <b>News Literacy</b> <i>The News Literacy Project</i> middle school primer packet: an introduction to news literacy for teachers with suggestions for lessons and activities.  <b>Global Oneness:</b> Resource: Short film <a href="#">Living Service</a> (Film about Jayesh Patel, founder of organization in India to help women in children living in poverty.)	<b>Q2, U3</b> Teacher-created performance assessment Focus on argument <b>WHST.6-8.2, RH6-8.2, SL.8.2</b> (text dependent questions that will provide students with the evidence needed to develop their informational writing piece)

## Eighth Grade CPS Social Science Curriculum Map

### Quarter 2, Unit 4 Theme – Power America: Emerging Power

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand how America’s power increased and as a result America became involved in controversial international expansion. Students will investigate, analyze, and understand the impact this expansion had on the social/political/economic landscape of America.	<p>1. <b>History:</b> Knowing context deepens our understanding of historical events.</p> <p>2. <b>History:</b> Events and actions of the past affect the present and the future.</p> <p>3. <b>Politics:</b> The distribution of power is a product of existing documents and laws combined with contemporary values and beliefs.</p>	<p>1. <b>History:</b> Why do historians examine the same event and come to significantly different conclusions about the events’ causes, consequences, &amp; meanings?</p> <p>2. <b>History:</b> Why is it important to situate history within the time and place in which it occurred?</p> <p>3. <b>Politics:</b> When should a government control individuals?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Stanley, George E. <i>An Emerging World Power, 1900-1929</i> Gareth Stevens Publishing, 2005</p> <p><b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a></p>	<p><b>News Literacy</b> <i>The News Literacy Project</i> middle school primer packet: an introduction to news literacy for teachers with suggestions for lessons and activities. This applies to: From whose viewpoint are we seeing or reading or hearing? From what angle or perspective?</p> <p><b>Speak Truth to Power</b> Speak Truth To Power: Jamie Nabozny: Bullying: language, literature and life <a href="http://curriculum.rfkcenter.org/curriculums/44?locale=en">http://curriculum.rfkcenter.org/curriculums/44?locale=en</a></p>	<p><b>Q2, U4</b> Teacher-created performance assessment Focus on argument <b>WHST.6-8.4, RH6-8.2, SL.8.2</b> (text dependent questions that will provide students with the evidence needed to develop their informational writing piece)</p>

### Quarter 3, Unit 5 Theme – Conflict/Compromise World at War: Lasting Legacy

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand the causes of the Great War, The Second World War, and The Cold War and their lasting socio/political/economic and cultural impact on America.	<p>1. <b>History:</b> Events and actions of the past affect the present and the future.</p> <p>2. <b>Economics</b> affects all aspects of life.</p> <p>3. <b>Geography:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions.</p>	<p>1. <b>History:</b> How are things, events, or people connected to each other? What is the cause? The effect? How do they fit together?</p> <p>2. <b>Economics:</b> How has the construction of geopolitical boundaries affected political, economic, and social interactions?</p> <p>3. <b>Geography:</b> Why do humans construct geopolitical boundaries?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Remarque, Erich Maria <i>All Quiet on the Western Front</i> Random House 1996</p> <p><b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a></p>	<p><b>Facing History and Ourselves</b> Farewell to Manzanar -- Study Guide and Documents <a href="http://www.facinghistory.org/publications/farewell-manzanar-study-guide">http://www.facinghistory.org/publications/farewell-manzanar-study-guide</a></p> <p><b>Speak Truth to Power</b> Speak Truth To Power: Elie Wiesel: Speaking Truth to Genocide <a href="http://curriculum.rfkcenter.org/curriculums/16?locale=en">http://curriculum.rfkcenter.org/curriculums/16?locale=en</a></p> <p><b>DuSable Museum of African American History</b> <a href="http://www.dusablemuseum.org/">http://www.dusablemuseum.org/</a></p>	<p><b>Q3, U5</b> Teacher-created performance assessment Focus on narrative <b>End of Q3</b> WHST6-8.1, 6.2 (argument writing) <b>RH.6-8.9 , WHST.6-8.4 , SL.8.4</b> (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

## Eighth Grade CPS Social Science Curriculum Map

### Quarter 3, Unit 6 Theme – Identity *Changing Face of the World*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand the international realignments, both geographical and political and their impact on contemporary society.	<p>1. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p> <p>2. <b>History:</b> Time, place, and culture influence our perspectives on people and issues.</p> <p>3. <b>Geography:</b> Climate and natural resources affect the way people live and interact with one another.</p>	<p>1. <b>Identity:</b> How and why do identities and cultures change? How do identity and culture influence action?</p> <p>2. <b>History:</b> Why does perspective matter? What factors can influence people’s perspectives?</p> <p>3. <b>Geography:</b> What does the way we interact with our environments reveal about our values and history?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b></p> <p>Renehan, Edward, <i>Monroe Doctrine: The Cornerstone Of American Foreign Policy</i>, Chelsea House, 2007</p> <p><b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a></p>	<p><b>News Literacy:</b> <i>The News Literacy Project</i> middle school primer packet: an introduction to news literacy for teachers with suggestions for lessons and activities. This applies to: Why does perspective matter?</p> <p><b>DuSable Museum of African American History</b> <a href="http://www.dusablemuseum.org/">http://www.dusablemuseum.org/</a></p>	<p><b>Q3, U6</b> Teacher-created performance assessment Focus on argument/literary analysis (argument writing) <b>RH.6-8.9</b> , <b>WHST.6-8.4</b> , <b>SL.8.4</b> (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

## Eighth Grade CPS Social Science Curriculum Map

Quarter 4, Unit 7 Theme – Power  
*The Rise of America in the Modern World*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>By the end of this unit students will be able to investigate, analyze and understand how America’s industrial and military strength rose to a level that created a United States described as the world’s first “super power.”</p>	<p>1. <b>Economic</b> systems differ with respect to level of stability, efficiency, freedom, security, and equality.                  2. <b>Politics:</b> There is a dynamic interaction between power and political structures.                  3. <b>Politics:</b> Different political systems structure and distribute power in distinct ways.                  4. <b>History:</b> Events and actions of the past affect the present and the future.</p>	<p>1. <b>Economics:</b> What social opportunities and problems arise from an interconnected global economy?                  2. <b>Politics:</b> How do political factors affect international trade?                  3. <b>Politics:</b> How is power gained, used, justified, and abused in political systems?                  4. <b>History:</b> What has happened in the past and how am I connected to those in the past?</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter;                  2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b>  <b>Remarque, Erich Maria, <i>All Quiet on the Western Front</i>,</b> Ballentine Books, 1987                  Short Texts, primary source documents located at:  <a href="http://www.loc.gov/exhibits/churchill/wc-coldwar.html">http://www.loc.gov/exhibits/churchill/wc-coldwar.html</a></p> <p><b>Primary and Secondary Short Texts:</b>                  And Civil Defense/Duck and Cover videos  <a href="http://archive.org/details/gov.ntis.ava11109vnb1">http://archive.org/details/gov.ntis.ava11109vnb1</a></p>	<p><b>Speak Truth to Power</b>                  Speak Truth To Power: Oscar Arias Sanchez: Peace by Disarmament  <a href="http://curriculum.rfkcenter.org/curriculums/27?locale=en">http://curriculum.rfkcenter.org/curriculums/27?locale=en</a></p> <p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring;  <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p>	<p><b>Q4, U7</b>                  Teacher-created performance assessment                  Focus on analysis and argument  <b>End of Q3</b> (argument writing)  <b>RH.6-8.9 , WHST.6-8.7, SL.8.5</b>                  (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

## Eighth Grade CPS Social Science Curriculum Map

Quarter 4, Unit 8 Theme – *Conflict/Compromise*  
*East Meets West: America’s Role in the World*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>Students also will be able to investigate, analyze and understand the challenges and opportunities which arose from the gaining of all of this power. Students will also be able to investigate, analyze and understand how issues in the Middle East arose culminating with the wars in Iraq and Afghanistan.</p>	<p>1. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.                  2. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.                  3. <b>Economics:</b> Various social and political issues (i.e., labor, the environment, and international trade) impact and are impacted by the global economy.</p>	<p>1. <b>History:</b> How can studying the past help us understand the present world and the future?                  2. <b>Civics:</b> How do citizens (both individually and collectively) influence government policy?                  3. <b>Economics:</b> How does economics affect politics, society and people’s lives.</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter;                  2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b></p> <p>Ahmedi, Fharah, <i>The Other Side of the Sky</i>, Gallery Books 2006</p> <p><b>Primary and Secondary Short Texts:</b>  <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a></p>	<p><b>Speak Truth to Power</b>                  Speak Truth To Power: Shirin Ebadi  <a href="http://curriculum.rfkcenter.org/curriculums/29?locale=en">http://curriculum.rfkcenter.org/curriculums/29?locale=en</a></p> <p><b>DuSable Museum of African American History</b>  <a href="http://www.dusablemuseum.org/">http://www.dusablemuseum.org/</a></p> <p><b>Illinois Holocaust Museum:</b>                  Literature Based Teaching Trunk 7<sup>th</sup>-8<sup>th</sup> grade <i>Historical Perspectives Through Different Voices</i>. In Our Voices; Become A Witness; Memory,</p>	<p><b>Q4 EOY</b> End of Q4 <b>RH6-8.1, WHST6-8.9</b> Reach Performance Task for post-assessment <b>Q4, U8</b> Teacher-created performance assessment Focus on analysis and argument <b>RH6-8.1, WHST6-8.9</b> (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

## Ninth Grade CPS Social Science Curriculum Map

Quarter 1, Unit 1 Theme – *Identity*  
Introduction to Geography

Students will begin their High School education with a yearlong theme-driven investigation into the world. The themes of *Identity, Power, Conflict/Compromise, and Justice/Injustice* will provide the lenses through which students will study a total of 12 cases from multiple regions and time periods.

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>By the end of this unit students will be able to investigate and analyze how the interaction between early groups of humans and geography led to the development of various cultures and civilizations. Students will also be able to investigate and analyze the interactions between contemporary societies and what role geography plays in those interactions and in creating unique cultural identities throughout the world.</p>	<p>1. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs. 2. <b>Geography:</b> People adapt to and modify their environment. 3. <b>Geography:</b> Movement and migration of people and ideas affects the past, present, and future.</p>	<p>1. <b>Identity:</b> How are diverse identities and cultures alike and different? 2. <b>Geography:</b> What does the way we interact with our environments reveal about our values and history? 3. <b>Geography:</b> Does movement affect an existing community? Does movement affect a new community? Why/How</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content. <b>Extended Text</b> <i>Africanus, Leo, The History and Description of Africa</i>, Printed for the Haklyut Society 1896 <b>He nder s on, Jake , Ry an’s Crossing</b> Compilation from <a href="http://physics.mercer.edu/balduz/sci105/creationMyths/creationMythsF07.htm">http://physics.mercer.edu/balduz/sci105/creationMyths/creationMythsF07.htm</a> Creation Myths from around the world with links to cultural and political aspects of each culture. <b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a></p>	<p><b>Facing History and Ourselves</b> <i>Stories of Identity: Religion, Migration, and Belonging in a Changing World—Study Guide</i> <a href="http://www.facinghistory.org/publications/stories-identity-religion-migration-b">http://www.facinghistory.org/publications/stories-identity-religion-migration-b</a> <b>Pulitzer Center on Crisis Reporting</b> <i>Project: Ivory Coast: Cocoa, Justice, and the Road to Reconciliation</i> <a href="http://pulitzercenter.org/projects/ivory-coast-civil-war-crimes-elections-conflict-militias-cocoa-farmers-alassane-ouattara-laurent-gbagbo">http://pulitzercenter.org/projects/ivory-coast-civil-war-crimes-elections-conflict-militias-cocoa-farmers-alassane-ouattara-laurent-gbagbo</a> <b>Global Oneness:</b> Resource: Short film <a href="#">Barrio de Paz</a> (Film about Ecuadorian gang youth who band together not to commit crimes but to provide services to their struggling community and volunteer Nelsa Curbelo who initiated the movement.</p>	<p><b>Q1 Unit 1 BOY: RH.9-10.1 , WHST.9-10.9</b> Reach Performance Task for pre-assessment Teacher-created performance assessment Primary Standards Assessed: <b>RH.9-10.1 , WHST.9-10.9, SL.8.4</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</p>

## Ninth Grade CPS Social Science Curriculum Map

Quarter 1, Unit 2 Theme – *Identity*  
*The Roots of Human Kind*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>By the end of this unit students will be able to investigate, analyze and understand the interactions between contemporary societies and what role geography plays in those interactions and in creating unique cultural identities throughout the world.</p>	<p>1. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p> <p>2. <b>History:</b> Time, place, and culture influence our perspectives on people and issues.</p> <p>3. <b>Economic</b> systems are structured to meet the needs and wants of different societies.</p>	<p>1. <b>Identity:</b> How is our sense of who we are determined by who came before us? How does knowledge of history limit or broaden our potential?</p> <p>2. <b>History:</b> In what ways do multiple perspectives better inform our understanding of history?</p> <p>3. <b>Economics:</b> What is the government’s responsibility to provide for the general welfare of its citizens?</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter;                  2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Diagram Group, <i>Early Civilizations: Prehistory To 300 CE (2nd Ed.)</i>, Facts on File, 2006</p> <p><b>Primary and Secondary Short Texts:</b>  <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a></p>	<p><b>News Literacy</b>  <i>The News Literacy Project</i> middle school primer packet: an introduction to news literacy for teachers with suggestions for lessons and activities. This applies to: Why does perspective matter?</p> <p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring;  <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p>	<p><b>Q1, U2</b>                  Teacher-created performance assessment (information writing)                  Primary Standards Assessed:  <b>RH.9-10.1, WHST.9-10.1, SL.9-10.2</b>                  RI.9-10.1 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</p>



## Ninth Grade CPS Social Science Curriculum Map

Quarter 2, Unit 3 Theme – *Power*  
*Defining Power*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>By the end of this unit students will be able to investigate and analyze the various definitions of political, economic and cultural dominance, how power developed, how it is used for both good and bad, and how it is distributed and used in the modern world.</p>	<p>1. <b>Politics:</b> Politics is a process to determine who governs and for what purposes. 2. <b>History:</b> The study of political, economic, and social patterns reveals continuity and change over time. 3. <b>Identity:</b> Culture affects one’s individual identity and belief system.</p>	<p>1. <b>Politics:</b> How is power gained, used, justified, and abused in political systems? 2. <b>History:</b> How do past people, places, ideas, and events influence later generations? 3. <b>Identity:</b> What makes people who they are? What things shape identity?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Heffer, Simon <i>Short History of Power</i> Notting Hill Editions, 2011</p> <p>Short DBAs 2-3 <b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a></p>	<p><b>Pulitzer Center on Crisis Reporting</b> <i>Project: Pakistan and India: The Real Nuclear Challenge</i> <a href="http://pulitzercenter.org/projects/india-pakistan-nuclear-arms-race-china-power-reactors">http://pulitzercenter.org/projects/india-pakistan-nuclear-arms-race-china-power-reactors</a> <i>Article:</i> <a href="http://pulitzercenter.org/reporting/pakistan-nuclear-weapons-battlefield-india-arms-race-energy-cold-war">http://pulitzercenter.org/reporting/pakistan-nuclear-weapons-battlefield-india-arms-race-energy-cold-war</a></p> <p><b>Art Works:</b> BLOOD/STONES: Burmese Rubies <a href="http://burmeserubies.org/">http://burmeserubies.org/</a> Series of slideshows with info and statistics attached dealing with the effect of natural resource exploitation on Burma’s citizens. Highlights the effects of military government, disease, and natural disaster.</p>	<p><b>Q2. U3</b> Teacher-created performance assessment (information writing) Primary Standards Assessed: <b>RH.9-10.3, WHST.9-10.2 , SL.9-10.4</b> RI.9-10.1 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</p>

## Ninth Grade CPS Social Science Curriculum Map

### Quarter 2, Unit 4 Theme – Power

#### Interrogating Power

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>By the end of this unit students will be able to investigate, analyze and understand how definitions of power have changed over time. The development of the democratization of power and threats to that democratization.</p>	<p>1. <b>History:</b> Different perspectives affect the interpretation of history.                  2. <b>Politics:</b> Different political systems structure and distribute power in distinct ways.                  3. <b>Economic</b> ideas and decisions made in the past have influenced the present.</p>	<p>1. <b>History:</b> In what ways do multiple perspectives better inform our understanding of history?                  2. <b>Politics:</b> How are governments created, structured, maintained, and changed?                  3. <b>Economics:</b> How does control of land and resources motivate peoples' actions?</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter;                  2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b>  <u>Heffer, Simon, <i>Does The World Hate The U.S.?</i></u> Greenhaven Press 2013</p> <p>Short DBAs 2-3  <b>Primary and Secondary Short Texts:</b>  <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a></p>	<p><b>News Literacy</b>  <i>The News Literacy Project</i> middle school primer packet: an introduction to news literacy for teachers with suggestions for lessons and activities. This applies to:  <b>Essential Questions</b>                  In what ways do multiple perspectives better inform our understanding of history?                  How are governments created, structured, maintained, and changed?</p>	<p><b>Q2, U4</b>                  Teacher-created performance assessment (information writing)                  Primary Standards Assessed:  <b>RH.9-10.3, WHST.9-10.2, SL.9-10.4</b> (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)</p>

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### Quarter 3, Unit 5 Theme – Conflict/Compromise Why Is There No Peace?

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>By the end of this unit students will be able to investigate and analyze why war is so prevalent throughout history, it's effect on cultures, societies and on the development and decline of civilizations.</p>	<p>1. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.                  2. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.                  3. <b>History:</b> The study of political, economic, and social patterns reveals continuity and change over time.</p>	<p>1. <b>Civics:</b> How do citizens (both individually and collectively) influence government policy?                  2. <b>History A:</b> How has the world changed and how might it change in the future?                  3. <b>History B:</b> How has the world changed and how might it change in the future?</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter;                  2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b>                  Excerpts from Jackson, Matthew O. and Morelli, Massimo <i>The Reasons for Wars – an Updated Survey</i> Revised: December 2009 <i>Forthcoming in the Handbook on the Political Economy of War</i>, edited by Chris Coyne, Elgar Publishing  <a href="http://www.stanford.edu/~jacksonm/war-overview.pdf">http://www.stanford.edu/~jacksonm/war-overview.pdf</a></p> <p>Short DBAs 2-3  <b>Primary and Secondary Short Texts:</b>  <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a></p>	<p><b>Art Works</b>  <i>DARFUR/DARFUR</i>  <a href="http://www.darfurdarfur.org/main/">http://www.darfurdarfur.org/main/</a>                  Photos and first-hand accounts of genocide in Darfur available for free online.</p> <p><b>Pulitzer Center on Crisis Reporting</b>  <i>Project: Europe's Siege on Democracy</i>  <a href="http://pulitzercenter.org/projects/hungary-greece-financial-crisis-democratic-values">http://pulitzercenter.org/projects/hungary-greece-financial-crisis-democratic-values</a>                  Article:  <a href="http://pulitzercenter.org/reporting/greece-athens-democracy-anti-immigrants-human-rights-golden-dawn-economic-crisis">http://pulitzercenter.org/reporting/greece-athens-democracy-anti-immigrants-human-rights-golden-dawn-economic-crisis</a></p>	<p><b>Q3, U5</b>                  Teacher-created performance assessment (argument writing)                  Primary Standards Assessed:  <b>RH.9-10.6, WHST.9-10.4 , SL.9-10.2</b> (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)</p>

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### Quarter 3, Unit 6 Theme – Conflict/Compromise

#### Current Events

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand that current events have deep roots in the past and that there are no easy answers to complex problems. Students will also look at the complex issues within the Middle East and elsewhere that pose a threat to the peace of the world.	<p>1. <b>Geography:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions.</p> <p>2. <b>Civics:</b> All human beings have human rights independent of their national citizenship.</p> <p>3. <b>Economics:</b> Various social and political issues (i.e., labor, the environment, and international trade) impact and are impacted by the global economy.</p>	<p>1. <b>Geography:</b> Why do humans construct geopolitical boundaries?</p> <p>2. <b>Civics:</b> What rights should count as human rights? Why do some governments limit human rights?</p> <p>3. <b>Economics:</b> What social opportunities and problems arise from an interconnected global economy?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Malaspina, Ann, ed., <i>Critical Perspectives On Globalization</i>, Rosen Publishing Group, 2006</p> <p>Short DBAs 2-3 <b>Primary and Secondary Short Texts:</b> <a href="http://primaryourcenexus.org/">http://primaryourcenexus.org/</a></p> <p>Readings from the Pulitzer Center on Crisis Reporting, News Literacy and Speak Truth to Power</p>	<p><b>Art Works</b> <i>Women Between Peace and War: Afghanistan</i> <a href="http://www.artworksprojects.org/afghanistan/">http://www.artworksprojects.org/afghanistan/</a></p> <p><b>Facing History and Ourselves</b> <i>What Do We Do with a Difference: France and the Debate Over Headscarves in Schools—Study Guide</i> <a href="http://www.facinghistory.org/publications/what-do-we-do-difference-france-debat">http://www.facinghistory.org/publications/what-do-we-do-difference-france-debat</a></p>	<p><b>Q3, U6</b> Teacher-created performance assessment (argument writing) Primary Standards Assessed: <b>RH.9-10.9, WHST.9-10.7, SL.9-10.4</b> (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

### Quarter 4, Unit 7 Theme – Justice/Injustice

#### Facing Justice

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate and analyze world events throughout history leading to the development of a belief in universal human rights as well as issues of justice and injustice.	<p>1. <b>Politics:</b> Politics involves competing ideas about the common good and the role of the individual.</p> <p>2. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</p> <p>3. <b>History:</b> Different perspectives affect the interpretation of history.</p> <p>4. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>1. <b>Politics:</b> Who should govern? How do powerful individuals and masses drive political change?</p> <p>2. <b>History:</b> What influences the ways that people learn, perceive the events around them, and make decisions?</p> <p>3. <b>Civics:</b> What is the role of the individual in their community and as a member of the world community?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Becker, Jo <i>Campaigning for Justice: Human Rights Advocacy in Practice</i>, Stanford University Press, 2013 Short DBAs 2-3</p>	<p><b>Art Works</b> <i>Workshop to Change the World</i> <a href="http://www.artworksprojects.org/our-projects/workshop-to-change-the-world/">http://www.artworksprojects.org/our-projects/workshop-to-change-the-world/</a></p> <p><b>DuSable Museum of African American History</b> <i>Mighty Times: Children's March</i></p> <p><b>The Smart Museum of Art</b> <a href="http://smartmuseum.uchicago.edu/learn/k-12/teacher-resources/">http://smartmuseum.uchicago.edu/learn/k-12/teacher-resources/</a> <a href="#">Rights &amp; Resistance: A</a></p>	<p><b>Q4, U7</b> Teacher-created performance assessment (argument writing) Primary Standards Assessed: <b>RI.9-10.9, WHST.9-10.5, SL.9-10.4</b> (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

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			<b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org">http://primarysourcenus.org</a> /	<a href="#">Bronzeville Story, by Lindsey Olson, seventh grade (PDF)</a>	
<b>Quarter 4, Unit 8 Theme – Justice/Injustice</b> <b>Agents of Change</b>					
Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand their role as citizens of the world and their responsibility toward maintaining and promoting universal human rights.	1. <b>Politics:</b> Collective action often leads to political change. 2. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.	1. <b>Politics:</b> How is power gained, used, justified, and abused in political systems? 2. <b>Civics:</b> How do citizens (both individually and collectively) influence government policy?	Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  <b>Extended Text</b> Wingate, Katherine, <i>Political Reforms: American Citizens Gain More Control Over Their Government</i> Rosen Publishing, 2008  Short DBAs 2-3 <b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org">http://primarysourcenus.org</a> /	<b>Pulitzer Center on Crisis Reporting</b> <i>Project: Arab Spring in Syria, Egypt and Gaza</i> <a href="http://pulitzercenter.org/projects/arab-spring-gaza-egypt-mubarak-tahrir-square">http://pulitzercenter.org/projects/arab-spring-gaza-egypt-mubarak-tahrir-square</a> <b>Article:</b> <a href="http://pulitzercenter.org/reporting/syria-kurdish-groups-armed-forces-assad-controversy">http://pulitzercenter.org/reporting/syria-kurdish-groups-armed-forces-assad-controversy</a>	<b>Q4 Unit 8 EOY: RH.9-10.1 , WHST.9-10.9</b> Reach Performance Task for post assessment <b>Q4, U8</b> (argument writing) Primary Standards Assessed: <b>RI.9-10.9, WHST.9-10.5, SL.9-10.4</b> text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)

## Tenth Grade CPS Social Science Curriculum Map

### Quarter 1, Unit 1 Theme – Identity An American Mosaic

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate and analyze how the American identity has developed over time and how our perceptions of identity influence politics, social, cultural and economic issues today.	<p>1. <b>Civics:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</p> <p>2. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p> <p>3. <b>History:</b> Events and actions of the past affect the present and the future.</p>	<p>1. <b>Civics:</b> How is power gained, used, justified, and abused in political systems?</p> <p>2. <b>Identity:</b> How and why do identities and cultures change?</p> <p>3. <b>History:</b> How can looking at multiple points of view help us explain the ideas and actions of individuals and groups?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Takaki, Ronald <i>Debating Diversity: Clashing Perspectives on Race and Ethnicity in America</i> Oxford University Press, 2002</p> <p>Short DBAs 2-3 <b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a></p>	<p><b>Chicago History Museum</b> Online Resources: <i>Great Chicago Stories</i> “Peace” <a href="http://greatchicagostories.com/peace/">http://greatchicagostories.com/peace/</a> <i>Great Chicago Stories</i> “Where the Neighborhood Ends” <a href="http://greatchicagostories.com/neighborhood/">http://greatchicagostories.com/neighborhood/</a> <i>Facing Freedom</i> <a href="http://facingfreedom.org/">http://facingfreedom.org/</a>. 10th Grade Q1 - (Theme - Identity) Resource: Article "<a href="#">Expanding Identities</a>" - (Article explores identity and how it relates to the self and to the world)</p>	<p><b>Q1 Unit 1 BOY: RH.9-10.1 , WHST.9-10.9</b> Reach Performance Task for pre-assessment</p> <p>(information writing) Primary Standards Assessed: <b>WHST.9-10.1, RH.9-10.1, SL.9-10.3</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</p>

### Quarter 1, Unit 2 Theme – Identity The Emerging Identity of America

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand how America’s identity was, in part, forged by the movement West and how we actively worked to expand and protect our borders, often at the expense of other groups.	<p>1. <b>Politics:</b> There is a dynamic interaction between power and political structures.</p> <p>2. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p> <p>3. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>1. <b>Politics:</b> Can two or more groups acquire power and maintain it without coming into conflict?</p> <p>2. <b>Identity:</b> How does the culture change to accommodate different ideas and beliefs?</p> <p>3. <b>Civics:</b> Why do people disagree over the meaning of citizenship?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Turner, Frederick Jackson : <i>The Significance of the Frontier in American History</i> (1893)</p> <p>Short DBAs 2-3 <b>Primary and Secondary Short Texts:</b> Ornuf, Peter <i>Jefferson’s Empire:</i></p>	<p><b>Chicago History Museum</b> Online Resources: <i>Facing Freedom</i> <a href="http://facingfreedom.org/">http://facingfreedom.org/</a> <i>Great Chicago Stories</i> “His Father’s Namesake” <a href="http://greatchicagostories.com/namesake/">http://greatchicagostories.com/namesake/</a></p> <p><b>Speak Truth to Power</b> Speak Truth To Power: Ethel Kennedy: Political Participation <a href="http://curriculum.rfkcenter.org/curriculums/45?locale=en">http://curriculum.rfkcenter.org/curriculums/45?locale=en</a></p>	<p><b>Q1, U2</b> Teacher-created performance assessment (information writing) Primary Standards Assessed: <b>WHST.9-10.1, RH.9-10.1, SL.9-10.3</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</p>

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			<p><i>The Language of American Nationhood (Jeffersonian America)</i> University of Virginia Press (March 22, 2000) Pgs 1-17</p> <p><i>Monroe Doctrine</i></p> <p><a href="http://www.americaslibrary.gov/aa/monroe/aa_monroe_doctrine_1.html">http://www.americaslibrary.gov/aa/monroe/aa_monroe_doctrine_1.html</a></p> <p><b>Various Primary Source Documents - Manifest Destiny</b>  <a href="http://www.loc.gov/rr/program/bib/ourdocs/NationalExpansionHome.html">http://www.loc.gov/rr/program/bib/ourdocs/NationalExpansionHome.html</a></p>	<p><b>DuSable Museum of African American History</b>  <a href="http://www.dusablemuseum.org/">http://www.dusablemuseum.org/</a></p>	
<b>Quarter 2, Unit 3 Theme – Power Defining Power in America</b>					
Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>By the end of this unit students will be able to investigate and analyze different types of power, how it is obtained, maintained and changed over time.</p>	<p>1. <b>Geography:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions.</p> <p>2. <b>Politics</b> involves competing ideas about the common good and the role of the individual.</p> <p>3. <b>History:</b> Different perspectives affect the interpretation of history.</p>	<p>1. <b>Geography:</b> Is it inevitable for man to create boundaries among people?</p> <p>2. <b>Politics:</b> What is power and how is it gained, used, and justified?</p> <p>3. <b>History:</b> Do past people, places, ideas, and events influence later generations?</p>	<p>Daily Routine Reading 2 extended texts per year <b>Extended Text</b></p> <p>Zinn, Howard <i>The Power of Nonviolence: Writings by Advocates of Peace</i>, Beacon Press 2002</p> <p>3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content. Carnegie, Andrew <i>Wealth (1889)</i>, <i>People’s Party Platform (Populists)</i> 1892 Herbert Hoover, <i>On American Individualism</i> (1928)</p>	<p><b>Facing History and Ourselves</b> <i>Becoming American- Study Guide</i>  <a href="http://www.facinghistory.org/publications/becoming-american-study-guide">http://www.facinghistory.org/publications/becoming-american-study-guide</a></p> <p><b>The Smart Museum of Art</b>  <a href="http://smartmuseum.uchicago.edu/learn/k-12/VC_handout_F.pdf">http://smartmuseum.uchicago.edu/learn/k-12/VC_handout_F.pdf</a></p>	<p><b>Q2. U3</b> Teacher-created performance assessment (information writing) Primary Standards Assessed: <b>RH.9-10.3, WHST.9-10.2, SL.9-10.4</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</p>

## Tenth Grade CPS Social Science Curriculum Map

### Quarter 2, Unit 4 Theme – Power Interrogating American Power

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>By the end of this unit students will be able to investigate, analyze and understand issues of contemporary American power, its limits, its potential and the possibilities American power offer in the spreading of democracy and democratic values throughout the world.</p>	<p>1. <b>Politics</b> is a process to determine who governs and for what purposes.</p> <p>2. <b>Geography:</b> Movement and migration of people and ideas affects the past, present, and future.</p> <p>3. <b>Economic</b> systems are structured to meet the needs and wants of different societies.</p>	<p>1. <b>Politics:</b> How are governments created, structured, maintained, and changed?</p> <p>2. <b>Geography:</b> Does movement affect an existing community? Does movement affect a new community?</p> <p>3. <b>Economics:</b> How do economic factors affect social and political issues?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> Vonnegut, Kurt <i>Kurt Vonnegut Jr.'s "Harrison Bergeron": A Study Guide from Gale's "Short Stories for Students"</i> The Gale Group, Available for download from Amazon in PDF form</p> <p><b>Primary and Secondary Short Texts:</b> <a href="http://primarysourcenus.org/">http://primarysourcenus.org/</a> <i>The Mayflower Compact (1620)</i> <i>Father Abraham's Speech</i> or, <i>The Way to Wealth</i>, Benjamin Franklin (1757) Short DBAs 2-3</p>	<p><b>News Literacy</b> <i>The News Literacy Project</i> middle school primer packet: an introduction to news literacy for teachers with suggestions for lessons and activities. This applies to: How do economic factors affect social and political issues? How are governments created, structured, maintained, and changed? How do powerful individuals and groups drive political change?</p> <p><i>DuSable Museum of African American History</i> <a href="http://www.dusablemuseum.org/">http://www.dusablemuseum.org/</a></p>	<p><b>Q2, U4</b> Teacher-created performance assessment(information writing) Primary Standards Assessed: <b>RH.9-10.3, WHST.9-10.2, SL.9-10.4</b> (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)</p>



## Tenth Grade CPS Social Science Curriculum Map

### Quarter 3, Unit 5 Theme – *Conflict/Compromise* *Defining American Ideals*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>By the end of this unit students will be able to investigate and analyze the roots of the American ideals of liberty, equality, equal opportunity, democracy, individualism, individual rights and how well America has or has not fully realized these American ideals.</p>	<p>1. <b>History:</b> Events and actions of the past affect the present and the future.                  2. <b>Economic</b> systems are structured to meet the needs and wants of different societies.                  3. <b>Politics:</b> The study of political, economic, and social patterns reveals continuity and change over time.</p>	<p>1. <b>History:</b> Does studying the past help us understand the present world and the future?                  2. <b>Economics:</b> What is the government’s responsibility to provide for the general welfare of its citizens?                  3. <b>Politics:</b> What does history tell us about how important it is to think independently?</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter;                  2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b>                  Fischer, David Hackett <i>Albion’s Seed: Four British Folkways in America</i> Oxford University Press, 1989</p> <p>Short DBAs 2-3  <b>Primary and Secondary Short Texts:</b>  <a href="http://primarysources.org/">http://primarysources.org/</a>                  The Declaration of Independence (1776) –  <i>Federalist Paper #10</i>  <i>Anti-Federalist Paper #3 (Cato)</i>  <i>The Constitution of the United States</i>  <i>The Bill of Rights</i></p>	<p><b>Chicago History Museum</b>                  Online Resources:  <i>History Lab “Documents of Freedom”</i>  <a href="http://www.chicagohistory.org/education/resources/history-lab/america-s-documents-of-freedom">http://www.chicagohistory.org/education/resources/history-lab/america-s-documents-of-freedom</a>  <i>Facing Freedom</i>  <a href="http://facingfreedom.org/">http://facingfreedom.org/</a>                  FHAO:                  Eyes on the Prize Study Guide  <a href="http://www.facinghistory.org/publications/eyes-prize-study-guide">http://www.facinghistory.org/publications/eyes-prize-study-guide</a></p> <p><b>Global Oneness:</b> Resource: Article <a href="#">“Expanding Identities”</a> - (Article explores identity and how it relates to the self and to the world)</p> <p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring;  <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p>	<p><b>Q3, U5</b>                  Teacher-created performance assessment (argument writing)                  Primary Standards Assessed: <b>RH.9-10.6 , WHST.9-10.8, SL.9-10.4</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

## Tenth Grade CPS Social Science Curriculum Map

Quarter 3, Unit 6 Theme – *Conflict/Compromise*  
*Interrogating American Ideals*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>By the end of this unit students will be able to investigate, analyze and understand that although we are a nation of admirable ideals we have often struggled to live up to those ideals. Students will investigate the ongoing struggle for democratization and rights in America.</p>	<p>1. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.                  2. <b>Politics:</b> The distribution of power is a product of existing documents and laws combined with contemporary values and beliefs.                  3. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</p>	<p>1. <b>Civics:</b> How do powerful individuals and groups drive political change?                  2. <b>Politics:</b> How is power gained, used, justified, and abused in political systems?                  3. <b>History:</b> How do past people, places, ideas, and events influence later generations?</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter;                  2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b>                  Marrin, Albert, <i>Flesh And Blood So Cheap: The Triangle Fire And Its Legacy</i> Alfred Knopf 2011</p> <p>Short DBAs 2-3</p> <p><b>Primary and Secondary Short Texts:</b>                  Native American:  <i>Black Elk Speaks</i> (Selections)                  Henry David Thoreau, “<i>Civil Disobedience</i>” (1846)  <i>The Seneca Falls Declaration of Sentiments and Resolutions</i> (1848)                  United States Supreme Court, <i>Brown v. Board of Education of Topeka</i> (1954)  <i>Letter From a Birmingham Jail</i>, Martin Luther King Jr.  <i>Autobiography of Malcolm X</i> (selections)</p>	<p><b>News Literacy</b>  <i>The News Literacy Project</i> middle school primer packet: an introduction to news literacy for teachers with suggestions for lessons and activities. This applies to:                  How do powerful individuals and groups drive political change?                  How is power gained, used, justified, and abused in political systems?</p> <p><b>Robert R. McCormick Foundation</b>  <a href="http://www.mccormickfoundation.org/page.aspx?pid=586">http://www.mccormickfoundation.org/page.aspx?pid=586</a></p> <p><b>Illinois Holocaust Museum:</b>                  Literature Based Teaching Trunk 7<sup>th</sup>-8<sup>th</sup> grade <i>Historical Perspectives Through Different Voices</i> Through the examination of fiction and non-fiction, diaries, and biographies students focus on the historical impact of the Holocaust.</p>	<p><b>Q3, U6</b>                  Teacher-created performance assessment                  Primary Standards Assessed:  <b>RH.9-10.6 , WHST.9-10.8, SL.9-10.4</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

## Tenth Grade CPS Social Science Curriculum Map

Quarter 4, Unit 7 Theme – *Justice/Injustice*  
*Defending American Ideals*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<p>By the end of this unit students will be able to investigate and analyze issues in contemporary America that evidence America’s continuing quest to realize American ideals and what students can do as individuals to identify, defend and promote the advancement toward the realization of those ideals.</p>	<p>1. <b>Civics:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.                  2. <b>History:</b> Time, place, and culture influence our perspectives on people and issues.                  3. <b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors, and all economic choices have costs.                  4. <b>Politics</b> is a process to determine who governs and for what purposes.</p>	<p>1. <b>Civics:</b> Why should we be involved in our communities?                  2. <b>History:</b> Why is it important to situate history within the time and place in which it occurred?                  3. <b>Economics:</b> How do our personal economic choices affect others; how do the choices of others affect us?                  4. <b>Politics:</b> Who should govern?</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter;                  2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b>                  Abu-Jaber <i>The Language of Baklava</i> Pantheon Books, 2005</p> <p>Harf, James &amp; Lombardi, Mark <i>Global Issues: Taking Sides – Clashing Views on Global Issues</i> McGraw-Hill/Dushkin 2008                  Short DBAs 2-3</p> <p><b>Primary and Secondary Short Texts:</b>                  John F. Kennedy: First Inaugural Speech                  Ronald Reagan: <i>Selected Speeches</i>                  Franklin D. Roosevelt: “Day of Infamy” Speech                  George W. Bush: <i>Address to the Nation</i>, 9/20/11</p>	<p><b>Facing History and Ourselves</b>                  Choosing to Participate—Study Guide  <a href="http://www.facinghistory.org/publications/choosing-participate-revised-edition">http://www.facinghistory.org/publications/choosing-participate-revised-edition</a></p> <p><b>Speak Truth To Power</b>                  Van Jones: Who do you think is protecting you?  <a href="http://curriculum.rfkcenter.org/curriculums/33?locale=en">http://curriculum.rfkcenter.org/curriculums/33?locale=en</a></p> <p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring;  <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p> <p><i>DuSable Museum of African American History</i>  <a href="http://www.dusablemuseum.org/">http://www.dusablemuseum.org/</a></p>	<p><b>Q4, U7</b>                  Teacher-created performance assessment                  Performance Task for Post-Assessment (argument writing)                  Primary Standards Assessed:  <b>RH.9-10.9 , WHST.9-10.6, SL.9-10.5</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

## Tenth Grade CPS Social Science Curriculum Map

Quarter 4, Unit 8 Theme – *Justice/Injustice*  
*The Future of America*

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
By the end of this unit students will be able to investigate, analyze and understand that they have a responsibility to their community, nation and world to make them all a better place for everyone.	<p>1. <b>Politics:</b> The distribution of power is a product of existing documents and laws combined with contemporary values and beliefs.</p> <p>2. <b>Civics:</b> People have differing views about the meaning and significance of citizenship.</p> <p>3. <b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors and all economic choices have costs.</p>	<p>1. <b>Politics:</b> When should pragmatism trump idealism?</p> <p>2. <b>Civics:</b> Why do people disagree over the meaning of citizenship?</p> <p>3. <b>Economics:</b> Will you live a more fulfilling life than people of your parents’ generation? What role does technology play in your individual happiness compared to a person of an earlier generation?</p>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> <i>Sanna, Elyn, Mexican Americans’ Role In The United States: A History Of Pride, A Future Of Hope</i> Mason Crest 2006</p> <p><b>Primary and Secondary Short Texts:</b> The Changing Demographics of America <a href="http://www.smithsonianmag.com/specialsections/40th-anniversary/The-Changing-Demographics-of-America.html">http://www.smithsonianmag.com/specialsections/40th-anniversary/The-Changing-Demographics-of-America.html</a> Study Predicts Future for U.S. as No. 2 Economy, but Energy Independent <a href="http://www.nytimes.com/2012/12/11/world/china-to-be-no-1-economy-before-2030-study-says.html">http://www.nytimes.com/2012/12/11/world/china-to-be-no-1-economy-before-2030-study-says.html</a> How America can Rise Again <a href="http://www.theatlantic.com/magazine/archive/2010/01/how-america-can-rise-again/307839/">http://www.theatlantic.com/magazine/archive/2010/01/how-america-can-rise-again/307839/</a></p>	<p><b>News Literacy</b> Why do people disagree over the meaning of citizenship? What are the rights and responsibilities of citizens in a democracy?</p> <p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring; <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p> <p><b>DuSable Museum of African American History</b> <a href="http://www.dusablemuseum.org/">http://www.dusablemuseum.org/</a></p>	<p><b>Q4 EOY: RH.9-10.1 , WHST.9-10.9</b> Reach Performance Task for post assessment Performance Task for Post-Assessment <b>Q4, U8</b> Teacher-created performance assessment (argument writing) Primary Standards Assessed: <b>RH.9-10.9 , WHST.9-10.6, SL.9-10.5</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

# Sample Toolsets

The toolsets in the following pages provide examples of year-long curriculum maps, unit plans, performance assessments and coring tools. The examples can be adjusted by a grade level team for use in their own classrooms or simply referenced as they develop their own unit plans.

Included in this document are the toolsets for 1<sup>st</sup>, 3<sup>rd</sup>, 7<sup>th</sup>, and 10<sup>th</sup> grades. All other grade-level toolsets are available on the Knowledge Center at [kc.cps.edu](http://kc.cps.edu).



# First Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
<b>Quarter 1 Theme – Time, Continuity, and Change</b> <i>Family Roles in Families the Same and Different</i>					
By the end of this unit students will be able to understand that all families are not structured the same and that members have different roles and responsibilities.	<p>1. <b>Economics:</b> Individual economic choices are driven by a wide variety of factors.</p> <p>2. <b>Identity:</b> All families are not structured the same.</p> <p>3. <b>Civics:</b> Members of a family have different roles and responsibilities to each other.</p>	<p>1. <b>Economics:</b> How are wants and needs different in different communities (family, school, Chicago)?</p> <p>2. <b>Identity:</b> What is a family?</p> <p>3. <b>Civics:</b> What does it mean to be a citizen in our school and community?</p>	Skutch, Robert <i>Who’s in a Family?</i> Tricycle Press, Blackout 1997	<p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring;</p> <p><a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p>	<p><b>Q1</b> Teacher Created Assessment <b>W.1.1, RI.1.2, SL.1.2</b>(ask &amp; answer questions about the text)</p>
<b>Quarter 2 Theme – Individuals, Groups, and Institutions</b> <i>Family and Cultural Traditions</i>					
By the end of this unit students will be able to understand that knowledge of our ancestors and their traditions help us understand who we are and that culture is a way of life of a group of people who share similar beliefs and traditions.	<p>1. <b>History:</b> Knowledge of our ancestors helps us understand who we are.</p> <p>2. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p>	<p>1. <b>History:</b> Why do different people have different traditions?</p> <p>2. <b>Identity:</b> What is a family tradition and why is it important?</p>	Miles, Misaka, <i>Annie and the Old One</i> Little Brown Books for Young Readers, 1985	<p><b>The Field Museum of Natural History</b> Hands-on Kits <i>N. W. Harris Learning Collection</i> <a href="http://harris.fieldmuseum.org/">http://harris.fieldmuseum.org/</a></p> <p><b>Illinois Holocaust Museum &amp; Education Center:</b> Literature Based Teaching Trunk (K-4) “Our Town; Our Community” - They explore how to be a responsible citizen, to understand core values of respect, care, justice, civic virtue and citizenship.</p>	<p><b>Q2</b> Teacher Created Assessment <b>W.1.1, RI.1.2, SL.1.2</b>(ask &amp; answer questions about the text)</p>

# First Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Quarter 3 Theme – People, Places, and Environments Families Around the World					
By the end of this unit students will be able to understand that many people came to America from different places in the country and the world and that our family traditions can be traced to the places of our ancestors.	<p>1. <b>Geography:</b> Our ancestors migrated from different places in the country and the world.</p> <p>2. <b>Identity:</b> Our family traditions and celebrations can be traced to the places of our ancestors.</p>	<p>1. <b>Geography:</b> What is the purpose of a globe and how does it differ from a map?</p> <p>2. <b>Identity:</b> What is family history and why is it important?</p>	<p>Morris, Ann <i>Families</i> Harper Collins, 2000</p> <p>Ogburn, Jacqueline <i>Little Treasures: Endearments from Around the World</i> Houghton Mifflin Books for Children 2012</p>	<p><b>The Smart Museum of Art Health and Hospitality Resource Guide &amp; Tour</b> <a href="http://smartmuseum.uchicago.edu/assets/HealthyHabits_Tour.pdf">http://smartmuseum.uchicago.edu/assets/HealthyHabits_Tour.pdf</a></p> <p><b>Illinois Holocaust Museum &amp; Education Center:</b> Literature Based Teaching Trunk (K-4) “Our Town; Our Community” - They explore how to be a responsible citizen, to understand core values of respect, care, justice, civic virtue and citizenship.</p>	<p><b>Q3</b> Teacher Created Assessment <b>W.1.5, RI.1.3, SL.1.5</b> (ask &amp; answer questions about the text)</p>
Quarter 4 Theme – Time, Continuity, and Change Families Then and Now					
By the end of this unit students will be able to understand that knowledge of the past helps us understand the world and decisions about the past. The study of political, economic and social patterns reveals continuity and change over time.	<p>1. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the past.</p> <p>1. <b>Politics:</b> The study of political, economic, and social patterns reveals continuity and change over time.</p> <p>3. <b>Economics:</b> Individual economic choices drive and are</p>	<p>1. <b>History:</b> How is your life similar and different from the lives of children in the past?</p> <p>2. <b>Politics:</b> How are rules created?</p> <p>3. <b>Economics:</b> How do people in different communities get the goods and services they need?</p>	<p>Amery, Heather <i>Then and Now</i> Usborne Books, 2008</p> <p>De Paola, Tomie, <i>Now One Foot, Now the Other</i> Puffin 2006</p>	<p><b>UIC Center for Economic Education:</b> Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring; <a href="http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=455&amp;type=educator</a></p>	<p><b>Q4</b> Teacher Created Assessment <b>RI.1.3 , W.1.2 , SL.1.3</b></p>



# First Grade Quarter 1, Unit 1

## Time, Continuity, and Change: Family Roles in Families that are Culturally the Same and Different

**Unit Name:** Family Roles in Families that are Culturally the Same and Culturally Different

**Unit Description:** In this unit, students will gain a thorough definition of family and the different terms that designate family members. They will learn that families are diverse and have different structures, and they will be able to identify and describe the similarities and differences between them. Students will be able to write about and discuss the various roles and responsibilities that each person has as a member of a family. Students will learn the difference between needs and wants and will be able to explain why certain things are needs or wants.

**Length of Unit:** 5 weeks

<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>• Individual economic choices are driven by a wide variety of factors.</li> <li>• All families are not structured the same.</li> <li>• Members of a family have different roles and responsibilities to each other.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What different wants do different families have?</li> <li>• What needs does each family have?</li> <li>• What is a family? How do families change?</li> <li>• What are roles that family members take?</li> </ul>
<p><b>Common Core Standards</b></p>	
<ul style="list-style-type: none"> <li>• <b>Primary</b></li> </ul>	<p><b>RI.1.2</b> Identify the main topic and retell key details of a text</p> <p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>• <b>Secondary</b></li> </ul>	<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key details.</p> <p><b>RFS.1.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RFS.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds.</p> <p><b>RFS.1.3</b> Know and apply grade-level phonics and words analysis skills in decoding words.</p> <p><b>RFS.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics</i></p>

# First Grade Quarter 1, Unit 1

## Time, Continuity, and Change: Family Roles in Families that are Culturally the Same and Different

	<p><i>and texts with peers and adults in small and larger groups.</i></p> <p><b>SL.1.1a</b> Follow agreed upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>S.L.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<b>Cognitive Skills</b>	<ul style="list-style-type: none"><li>• Use new words in discussion of a text</li><li>• Talk about interesting information learned from a text</li><li>• Notice and use important information from the pictures and words</li><li>• Show awareness of a topic</li><li>• Acquire new content from listening to stories and informational texts</li><li>• Give reasons to support thinking</li><li>• Discuss new information learned</li><li>• Provide some supportive ideas for bigger ideas in talking about a topic or theme</li><li>• Share thoughts about a theme or topic</li><li>• Generate and expand ideas through talk with peers and the teacher</li></ul>

# First Grade Quarter 1, Unit 1

## Time, Continuity, and Change: Family Roles in Families that are Culturally the Same and Different

<p><b>Content</b></p>	<p><b>Read Alouds, Discussions, and Independent Practice Include:</b></p> <ul style="list-style-type: none"> <li>• What is a family?</li> <li>• Why is family important?</li> <li>• How are people in a family alike and different?</li> <li>• What things make one family different from another?</li> <li>• Who does what in a family?</li> <li>• What do families need and want?</li> </ul> <p><b>Academic Vocabulary</b></p> <table border="0"> <tr> <td>Children</td> <td>Extended Family</td> <td>Parent</td> <td>Tool</td> </tr> <tr> <td>Community</td> <td>Generation</td> <td>Related</td> <td>Want</td> </tr> <tr> <td>Cultural Tradition</td> <td>Job</td> <td>Store</td> <td>Women</td> </tr> <tr> <td>Daily Life</td> <td>Need</td> <td>Time</td> <td>Work</td> </tr> </table>	Children	Extended Family	Parent	Tool	Community	Generation	Related	Want	Cultural Tradition	Job	Store	Women	Daily Life	Need	Time	Work
Children	Extended Family	Parent	Tool														
Community	Generation	Related	Want														
Cultural Tradition	Job	Store	Women														
Daily Life	Need	Time	Work														
<p><b>Assessments</b></p>																	
<p><b>(D) Diagnostic</b></p>	<ol style="list-style-type: none"> <li>1. Create a family “portrait” that includes each family member and is labeled accurately.</li> <li>2. Create a web outlining each family member and the important role they play in the family.</li> <li>3. Write a list of 3 – 5 ways that your family’s customs and traditions are unique.</li> <li>4. Create an illustrated version of a special tradition your family takes part in, label the important features (clothes, food, etc.) that are a part of this tradition.</li> <li>5. Complete a sentence and illustration of one responsibility you have within your household.</li> </ol>																
<p><b>(F) Formative</b></p>																	
<p><b>(S) Summative</b></p>	<p>At the end of Quarter 1, the teacher will assess students through a formal performance assessment, which has two parts. Students will first listen to the teacher read aloud a nonfiction text. Students will identify the main idea and details of the text by asking and answering questions. (RI.1.2 , SL.1.2) Students will then write an opinion piece based on the text where they introduce the main topic, state an opinion, and supply a reason for their opinion. (W.1.1)</p>																
<p><b>Text/Resources</b></p>	<ol style="list-style-type: none"> <li>1. Create a family “portrait” that includes each family member and is labeled accurately.</li> <li>2. Create a web outlining each family member and the important role they play in the family.</li> <li>3. Write a list of 3 – 5 ways that your family’s customs and traditions are unique.</li> <li>4. Create an illustrated version of a special tradition your family takes part in, label the important features (clothes, food, etc.) that are a part of this tradition.</li> <li>5. Complete a sentence and illustration of one responsibility you have within your household.</li> </ol>																

# First Grade Quarter 1, Unit 1

## Time, Continuity, and Change: Family Roles in Families that are Culturally the Same and Different

Learning Activities		Differentiated Strategies for Varied Learners
<ul style="list-style-type: none"> <li><b>Week 1</b></li> </ul>	<p><b>Topic: What is a family and why is it important?</b></p> <ul style="list-style-type: none"> <li>As an introduction to this unit, begin with an activity where students illustrate their family members on construction paper. Give students time to draw and label their entire family.</li> <li>Meet together to share and compare the “family portraits” (illustrations). Discuss how these illustrations are alike and different. Emphasize how we all have different people that make up our family.</li> <li>After comparing the “family portraits” make a web labeled “People in a Family” on large chart paper. Add people to the web who make up our family members. Discuss how you may or may not have people from this web in your own family, but every family is made up of different people.</li> <li>Discuss why the members of our family are important. Make a list on chart paper of the reasons that family members are important. Have students work on a sheet titled “My Family is Important to Me.” Have them illustrate this sheet and write the reason their family is important. Combine each student’s final work to create a class book about families.</li> </ul> <p>Suggested Reading: <i>Families</i>, 10-book series by L. Schaefer</p>	<ul style="list-style-type: none"> <li>Have the copies of the texts for students to follow along.</li> <li>Read aloud the texts to struggling students before whole class.</li> <li>Reread text with struggling students.</li> <li>Pair higher reading level students with lower reading level students to further support access to the text.</li> <li>Allow students to illustrate ideas. Create picture cards of key words, vocabulary and ideas.</li> </ul>
<ul style="list-style-type: none"> <li><b>Week 2</b></li> </ul>	<p><b>Topic: How are people in your family alike and different?</b></p> <ul style="list-style-type: none"> <li>Read aloud a text to the class that discusses the importance of family members, and the ways they are alike and different.</li> <li>We have established that the members of our family are very important to us, but today we ask, what ways does our own family contribute to being special and different? First pose the question, what is the same about all of our family members? Write a list of answers from students (ex., They love me. They take care of me. They make me feel better when I am sad, etc.) Emphasize that each person in our family does these things, that that’s how they are alike. But each</li> </ul>	<ul style="list-style-type: none"> <li>Have the copies of the texts for students to follow along.</li> <li>Read aloud the texts to struggling students before whole class.</li> <li>Reread text with struggling students.</li> <li>Pair higher reading level students with lower reading level</li> </ul>

# First Grade Quarter 1, Unit 1

## Time, Continuity, and Change: Family Roles in Families that are Culturally the Same and Different

	<p>person in our family is different too.</p> <ul style="list-style-type: none"> <li>• Have students create a web titled “My Family Members are Different.” Begin this writing activity together by helping students to decide which family member will go in each bubble. Do an example together, “Dad cooks dinner for the family.” “Grandma helps with homework.” Students should include each family member in their web.</li> <li>• Suggested Reading: <i>Families are Different</i> by N. Pelligrini</li> <li>• Allow students to illustrate ideas</li> </ul> <p>Record the articles onto a tape so that students can re-read the article a second time while you are reading it aloud (via the tape)</p>	<p>students to further support access to the text.</p> <ul style="list-style-type: none"> <li>• Allow students to illustrate ideas. Create picture cards of key words, vocabulary and ideas.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Week 3</b></li> </ul>	<p><b>Topic: What things make one family different from another?</b></p> <ul style="list-style-type: none"> <li>• So far, we have established what people make up our family, and why they are important to us. Now, we will examine the ways families differ from one another. Remind students that they have learned that families are alike in a lot of ways, but families can be different too.</li> <li>• Introduce an activity where the teacher will hold up a picture/word card, and students will raise their hand if their family “participates” or not. After each card, discuss why some families may “participate,” and why some may not. (<i>Cards could include activities/traditions, etc. such as celebrating different holidays (Kwanzaa, Christmas, Hanukkah, etc.) Eating different foods (sushi, tacos, pizza, etc.) Speaking different languages, and wearing different types of clothing. (Make the cards unique to the diversity in your classroom.)</i>) In closing, wrap up the lesson with the overall understanding that every family has DIFFERENT traditions and customs that make them unique.</li> <li>• Pose the question, “How is your family unique and different?” Review the picture card activity from the previous activity. Have students make a list of 3 – 5 ways that make their family unique. When students are finished with the list, have them walk around to compare the list with their peers. Encourage them to discuss and/or write ways that their families are the same and</li> </ul>	<ul style="list-style-type: none"> <li>• Have the copies of the texts for students to follow along.</li> <li>• Read aloud the texts to struggling students before whole class.</li> <li>• Reread text with struggling students.</li> <li>• Pair higher reading level students with lower reading level students to further support access to the text.</li> <li>• Allow students to illustrate ideas. Create picture cards of key words, vocabulary and ideas.</li> </ul>

# First Grade Quarter 1, Unit 1

## Time, Continuity, and Change: Family Roles in Families that are Culturally the Same and Different

	<p>different.</p> <ul style="list-style-type: none"> <li>Introduce the vocabulary word “tradition” and what it means. (At this point, it may be a good idea to show some picture cards or read a book about different family traditions) Start a class list of some examples you see in picture cards or in the text. List some examples of traditions students have in their own family.</li> <li>Have students create an illustration/or writing of a tradition that is meaningful to their family. Have them label the important food, clothing, decorations, etc. that are used or needed when celebrating this tradition. Have students write why this tradition is important to their family.</li> </ul> <p><b>Suggested Reading:</b> <i>Who’s in a Family?</i> by Robert Skutch and <i>Families</i> by A. Morris</p>	
<ul style="list-style-type: none"> <li><b>Week 4</b></li> </ul>	<p><b>Topic: Who does what in a family?</b></p> <ul style="list-style-type: none"> <li>The teacher will introduce that each family member has a job. We all work together in our family, and we all have different ways that we help out at home.</li> <li>Introduce the vocabulary “roles” and “responsibilities.” Discuss what these words mean. Make a chart with an example of a family (ex, mom, sister, brother) and their roles and responsibilities in the household. Discuss how each person in the family has a different role in making up a family.</li> <li>As a class, make a list of roles that students have, for example:             <ol style="list-style-type: none"> <li>Being a good student.</li> <li>Helping wash the dishes.</li> <li>Keeping my room clean.</li> <li>Taking care of the dog</li> </ol> </li> <li>Have students turn and talk with a partner about what roles and responsibilities they have in their own family. Continue a discussion on the importance of each family member helping out, and on how having responsibilities helps keep a family running smooth</li> <li>Have students complete a sheet titled “My Roles and</li> </ul>	<ul style="list-style-type: none"> <li>Have the copies of the texts for students to follow along.</li> <li>Read aloud the texts to struggling students before whole class.</li> <li>Reread text with struggling students.</li> <li>Pair higher reading level students with lower reading level students to further support access to the text.</li> <li>Allow students to illustrate ideas.</li> <li>Create picture cards of key words, vocabulary and ideas.</li> </ul>

# First Grade Quarter 1, Unit 1

## Time, Continuity, and Change: Family Roles in Families that are Culturally the Same and Different

	<p>Responsibilities in my Family.” Each student should complete a page illustrating and writing a role/responsibility they have within their household.</p> <p>Suggested Reading: <i>Families Share</i> by Rozanne Lanczak Williams</p>	
<ul style="list-style-type: none"> <li>• <b>Week 5</b></li> </ul>	<p><b>Topic: What do families want and need?</b></p> <ul style="list-style-type: none"> <li>• What is a need? What is a want? How are these things different? The teacher will introduce both vocabulary words and give a definition of each. Pass out picture cards and have students’ work as teams to sort the picture cards into a needs and wants pile. Share your discoveries together and discuss why they belong in their respective categories.</li> <li>• Create a list of families’ needs as whole group. We can all agree that food, water, education, shelter, love, and clothing are needs of all of us. But what “wants” does your individual family have? This varies from family to family.</li> <li>• Have students turn and talk with a partner about some “wants” they have for their family. After some discussion, have students write about what they want for their family, and why this is important. Have students illustrate their work. Do an example together prior to starting this activity.</li> </ul> <p><b>Suggested Reading:</b> <i>Needs and Wants</i> by Susan Ring</p>	<ul style="list-style-type: none"> <li>• Have the copies of the texts for students to follow along.</li> <li>• Read aloud the texts to struggling students before whole class.</li> <li>• Reread text with struggling students.</li> <li>• Pair higher reading level students with lower reading level students to further support access to the text.</li> <li>• Allow students to illustrate ideas.</li> <li>• Create picture cards of key words, vocabulary and ideas.</li> </ul>





# First Grade Performance Assessment

## Q1, Unit 1 – Time, Continuity, and Change: Family Roles in Families that are Culturally the Same and Different

### Common Core State Standards:

**RI.1.2** Identify the main topic and retell key details of a text.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**W.1.1** Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally through other media.

### Description of Tasks:

#### Task 1: (RI.1.2, RI.1.6, & SL.1.2)

Students will listen as the text is read by the teacher. After listening to the text, they should gather key details about the main topic of the text by asking and answering questions.

#### Task 2: (W.1.5)

Students will write an opinion piece in which they introduce the topic or book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

### General Directions for Administering Assessment:

This assessment involves two tasks. The tasks may be administered separately; though, should occur within the same day and with a review of the text from Task 1 before completing the writing portion demanded by Task 2.

Below are directions for the SAMPLE text provided in this assessment. The text can be replaced with text(s) that align more closely to ideas and content in your classroom.

These two tasks, which are interdependent, serve to show the teacher what skills the students have worked towards mastering over the course of the quarter as they align with the standards listed above. They presuppose that the teacher has been teaching using practices aligned to the standards (e.g. building academic knowledge, asking and answering questions, identifying the main topic, etc.).

#### Task 1:

For task 1, support may be provided by the teacher in the form of a graphic organizer or post it notes\* to assist students in note-taking to highlight key details and main idea.

\*The graphic organizer, etc. you choose should be one which is familiar to students and was previously used throughout the quarter.

“We have spent the last few weeks reading many different texts, watching video clips, looking at pictures, and having discussions about our families and different kinds of families. We have learned about the people that make up a family, our responsibilities in a family, and why families are important.”

# First Grade Performance Assessment

## Q1, Unit 1 – Time, Continuity, and Change: Family Roles in Families that are Culturally the Same and Different

“Today, we are going to read another book about families called *The Family Book*, by Todd Parr and you’re going to gather key details about the main idea of the text. While I read the text, you may use your post it notes (other graphic organizer) to jot down important ideas about families. Pay close attention to the main topic of the text. At the end of the book, I will ask you some questions that we will talk about together and with your turn and talk partner.”

Teacher will then read the text.

“Now that we have read the text and you have taken notes, we will answer some questions about the text.”

- How are some ways that families live together?
- Who can be in a family?
- What do families like to do with each other?
- How many people are in a family?
- What are ways that a family is special?

The above questions are examples of text-dependent questions to ask students. Similar text-dependent questions, those that require an answer grounded in information drawn from the text, can be developed with alternative informational text.

### Task 2:

“Now that we’ve read *The Family Book*, you’re going to draw and write an opinion piece about what you believe makes a family\*. Before you start writing, be sure to think about the book we read earlier (during task 1). I want you to remember some of the important details we discussed. You should include details and evidence from the text in your writing too, to support your thoughts. If you decide to draw with your writing, be sure to try and use labels in your drawing. I will be walking around to some of you to jot down your thoughts\*\*.”

\*Student evidence about what they believe makes a family, must come directly from pictures, details, and information from this text.

\*\*Students who need additional support with the performance assessment may dictate to you as you write.

*Supply students with writing paper consisting of a picture box to sketch in and lines to write on.*

**Sample Text for Tasks:** *The Family Book* by Todd Parr

**Sample Response:** In *The Family Book*, we read all about what makes a family. I think a family is people who love you and hug you, just like I saw in the book. That’s a family.

### TEACHER NOTES:

# First Grade Scoring Tool

## Q1, Unit 1 – Time, Continuity, and Change: Family Roles in Families that are Culturally the Same and Different

STANDARD	EMERGING <i>Student work is far below all of the “Meeting” criteria.</i>	DEVELOPING <i>Student work is close to all of the “Meeting” criteria.</i>	MEETING <i>Student achieves all of the criteria listed below.</i>	EXCEEDING <i>Student goes beyond all of the “Meeting” criteria.</i>
<p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>W.1.1</b> Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally through other media.</p>	<p><input type="checkbox"/> Student answers writing prompt but does not clearly state an opinion</p> <p><b>AND</b></p> <p><input type="checkbox"/> Uses a detail but it is not cohesive with writing</p> <p><b>OR</b></p> <p><input type="checkbox"/> Student answers writing prompt and states an opinion</p> <p><b>AND</b></p> <p><input type="checkbox"/> Does not use details to support their opinion</p>	<p><input type="checkbox"/> Student answers writing prompt and states an opinion that may or may not be based on the text.</p> <p><b>AND</b></p> <p><input type="checkbox"/> Students uses a detail from pictures or words to support their opinion</p> <p><b>AND</b></p> <p><input type="checkbox"/> Introduces the topic or name of the book</p> <p><b>OR</b></p> <p><input type="checkbox"/> Provides a sense of closure</p>	<p><input type="checkbox"/> Student answers writing prompt and states an opinion based on the text</p> <p><b>AND</b></p> <p><input type="checkbox"/> Uses a detail from pictures or words to support their opinion</p> <p><b>AND</b></p> <p><input type="checkbox"/> Introduces the topic or name of the book</p> <p><b>OR</b></p> <p><input type="checkbox"/> Provides a sense of closure</p>	<p><input type="checkbox"/> Student answers writing prompt and states an opinion clearly based on the text</p> <p><b>AND</b></p> <p><input type="checkbox"/> Uses details from pictures or words to support their opinion</p> <p><b>AND</b></p> <p><input type="checkbox"/> Introduces the topic or name of the book</p> <p><b>AND</b></p> <p><input type="checkbox"/> Provides a sense of closure.</p>



# Third Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments Standards Assessed
<b>Q1 – Theme: Individual Development and Identity</b> <b>Unit Title: Before Chicago</b>					
By the end of this unit students will be able to investigate life in Chicago before there was a city and analyze how the environment, peoples and events far away led to many different cultures populating the area and that people used/use maps to navigate the world in the past and in the present.	<p>1. <b>History:</b> They study of political, economic, and social patterns reveals continuity and change over time.</p> <p>2. <b>Geography:</b> and that people used/use maps to navigate the world in the past and in the present.</p> <p>3. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values,</p>	<p>1. <b>History:</b> Why is it important to learn the history of Chicago?</p> <p>2. <b>Geography:</b> In what ways are your daily activities determined by climate and physical geography?</p> <p>3. <b>Identity:</b> In what ways has Chicago’s history and culture been influenced by people from around the world?</p>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/mapping/">http://www.loc.gov/teachers/classroommaterials/lessons/mapping/</a></p> <p>1 Extended Text per quarter</p> <p>Layne, Steven and Debbie <i>W is for Windy City: A Chicago City Alphabet</i> Sleeping Bear Press, 2010</p>	<p><b>Chicago History Museum</b> <i>My Chicago: Ft. Dearborn (Activity 2)</i> <a href="http://www.chicagohistory.org/mychicago/pdf/lesson2.pdf">http://www.chicagohistory.org/mychicago/pdf/lesson2.pdf</a> <i>History in Your Hands-Early Chicago: The Fur Trade (2 lessons)</i> <a href="http://www.chicagohistory.org/education/resources/hands/fur-trade">http://www.chicagohistory.org/education/resources/hands/fur-trade</a></p>	<p><b>Q1</b> Teacher Created Assessment <b>W.3.1 , RI.3.1, SL.3.2</b> (text dependent questions that measure students’ comprehension and provides them with the information needed to develop their narrative writing piece)</p>
<b>Q2 – Theme: Types of Power, Authority, and Governance</b> <b>Unit Title: How Chicago Was Created</b>					
By the end of this unit students will be able to investigate life in early Chicago and analyze how the environment, peoples and events far away led to a decision that Chicago should be designed as a city from the very beginning, the only city in America that was so designed.	<p>1. <b>Economic</b> systems differ with respect to level of stability, efficiency, freedom, security, and equality.</p> <p>2. <b>Geography:</b> People use maps to navigate the physical world and to understand local, national, and global events, conditions, and issues.</p> <p>3. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p>	<p>1. <b>Economics:</b> How do we derive meaning from maps?</p> <p>2. <b>Geography:</b> How did climate and physical geography affect development and change in Chicago?</p> <p>3. <b>Identity:</b> Why do cultures come into conflict?</p>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/mark-et/">http://www.loc.gov/teachers/classroommaterials/lessons/mark-et/</a></p> <p>1 Extended Text per quarter</p> <p>Hurd, Owen <i>Chicago History for Kids: Triumphs and Tragedies of the Windy City</i> Chicago Review Press, 2007</p>	<p><b>Chicago History Museum</b> <i>Great Chicago Stories</i> Early Chicago: Trading Mystery <a href="http://greatchicagostories.com/chicago/index.php">http://greatchicagostories.com/chicago/index.php</a> <i>My Chicago: Downloadable Activities and Online Games</i> Activity 1: The Chicago Flag <a href="http://www.chicagohistory.org/mychicago/pdf/lesson1.pdf">http://www.chicagohistory.org/mychicago/pdf/lesson1.pdf</a></p>	<p><b>Q2</b> Teacher Created Assessment <b>W.3.2 , RI.3.2, SL.3.2</b> (text dependent questions that measure students’ comprehension and provides them with the evidence needed to develop their informational writing piece)</p>

# Third Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Q3 – Theme: Individuals, Groups, and Institutions Unit Title: Chicago Today					
By the end of this unit students will be able to investigate and analyze how Chicago became the third largest city in the United States and one of the finest cities in the world and Chicago's role in the country and the world.	<p>1. <b>Economics:</b> Various social and political issues impact and are impacted by the economy.</p> <p>2. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p> <p>3. <b>Civics:</b> All communities have important civic and cultural resources that can enhance, strengthen, and sustain individual and community life.</p>	<p>1. <b>Economics:</b> How do political, social, and cultural factors provide incentives and disincentives that influence economic choices?</p> <p>2. <b>Identity:</b> In what ways has Chicago's history and culture been influenced by people from around the world?</p> <p>3. <b>Civics:</b> How do citizens protect their own rights while also maintaining responsibility towards others in their community?</p>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Olson, Kay M.; Barnett III, Charles; <i>The Great Chicago Fire of 1871</i> Capstone Press, 2006</p> <p>Good Night Chicago (Good Night Our World series) [Board Book] <a href="#">Adam Gamble</a> (Author), <a href="#">Joe Venio</a> (Illustrator)</p> <p>Larry Gets Lost in Chicago [Hardcover] <a href="#">Michael Mullin</a> (Author), <a href="#">John Skewes</a> (Author, Illustrator)</p>	<p><b>Chicago Metro History Education Center</b> "Swamp to City": <a href="http://www.chicagoportage.org/stc_units.htm">http://www.chicagoportage.org/stc_units.htm</a></p> <p>"Becoming an American in Chicago": <a href="http://www.chicagohistoryfair.org/for-teachers/curriculum/becoming-an-american-in-chicago.html">http://www.chicagohistoryfair.org/for-teachers/curriculum/becoming-an-american-in-chicago.html</a></p> <p>"Chicago Latino Communities": <a href="http://www.chicagohistoryfair.org/for-teachers/curriculum/chicago-latino-communities.html">http://www.chicagohistoryfair.org/for-teachers/curriculum/chicago-latino-communities.html</a></p>	<p><b>Q3</b></p> <p>Teacher Created Assessment <b>W.3.8 , RI.3.3, SL.3.2</b> (text dependent questions that measure students' comprehension and provides them with the evidence needed to develop their opinion- piece)</p>
Q4 – Theme: Culture Unit Title: Chicago and Cities from Around the World					
By the end of this unit students will be able to investigate, compare and contrast and understand the different circumstances surrounding how cities become cities around the world, their similarities and differences, and their role in developing culture, economics, art and politics.	<p>1. <b>Politics</b> involves competing ideas about the common good and the role of the individual.</p> <p>2. <b>Geography:</b> A city's geographical features affect how its people live and interact with others in the world.</p> <p>3. <b>Identity:</b> Chicago is a leading center of culture and diversity.</p>	<p>1. <b>Politics:</b> How does a community develop the structure and function of its government?</p> <p>2. <b>Geography:</b> In what ways are your daily activities determined by climate and physical geography?</p> <p>3. <b>Identity:</b> In what ways has Chicago's history and culture been influenced by people from around the world?</p>	<p>5-9 Short Texts per quarter <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></p> <p>1 Extended Text per quarter</p> <p>Ventura, Piero. <i>Book of Cities</i> Universe Publishing 2009</p>	<p><b>Chicago Metro History Education Center</b> <i>Public Art in Chicago History</i> <a href="http://www.chicagohistoryfair.org/for-teachers/curriculum/public-art-in-chicago-history.html">http://www.chicagohistoryfair.org/for-teachers/curriculum/public-art-in-chicago-history.html</a></p> <p><b>The Smart Museum</b> <i>Vision and Communism</i> (Exhibition Guide) <a href="http://smartmuseum.uchicago.edu/learn/k-12/VC_handout_F.pdf">http://smartmuseum.uchicago.edu/learn/k-12/VC_handout_F.pdf</a></p>	<p><b>Q4</b></p> <p>Teacher Created Assessment <b>W.3.8 , RI.3.3, SL.3.3</b> (text dependent questions that measure students' comprehension and provides them with the evidence needed to develop their opinion piece)</p>

# Third Grade Quarter 1, Unit 1

## Individual Development and Identity: Before Chicago

**Unit Name:** Before Chicago

**Unit Description:** In this unit, students will explore the early history of the area that became known as Chicago and how it became a settlement. They will investigate the Native American tribes that were its inhabitants and the explorers that were sent from other countries to claim the land. Students will learn how these early settlements developed and grew into the city of Chicago.

**Length of Unit:** 5 weeks

<b>Enduring Understandings</b>	<ol style="list-style-type: none"> <li>1. <b>History:</b> The study of political, economic, and social patterns reveals continuity and change over time.</li> <li>2. <b>Geography:</b> People use maps to navigate the world in its past and present states.</li> <li>3. <b>Identity:</b> Culture is a way of life of a group of people who share similar beliefs, values, and customs.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. <b>History:</b> Why is it important to learn the history of Chicago?</li> <li>2. <b>Geography:</b> In what ways are your daily activities determined by climate and physical geography?</li> <li>3. <b>Identity:</b> In what ways has Chicago’s history and culture been influence by people from around the world?</li> </ol>
<b>Common Core Standards, Primary</b>	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<b>Common Core Standards, Secondary</b>	<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3</b> Describe the relationship between historical events in a text, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.7</b> Use information from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>W.3.2</b> Write informative/explanatory texts to examine a topic to convey ideas and information</p>

# Third Grade Quarter 1, Unit 1

## Individual Development and Identity: Before Chicago

	<p>clearly.</p> <p><b>RFS.3.3</b> Know and apply grade-level phonics and words analysis skills in decoding words.</p> <p><b>RFS.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>																
<b>Cognitive Skills</b>	<ul style="list-style-type: none"> <li>▪ Literal and inferential comprehension</li> <li>▪ Synthesize inferential information</li> <li>▪ Summarizing and sequencing</li> <li>▪ Comparing and contrasting</li> <li>▪ Close reading and analysis</li> <li>▪ Applying qualities of persuasive writing (e.g., structure, elaboration, point of view, stance {stance}, significance)</li> </ul>																
<b>Content</b>	<p><b>Read Alouds, Discussions, Writing and Independent Practice Include:</b></p> <ul style="list-style-type: none"> <li>▪ Who were the early inhabitants of the area that became Chicago?</li> <li>▪ Why were explorers sent to the area that later became Chicago?</li> <li>▪ What features of the area made it a good place to settle?</li> <li>▪ What was the importance of the early Chicago settlements?</li> <li>▪ What were the factors that led to the growth of Chicago?</li> </ul> <p><b>Academic Vocabulary</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Artifacts</td> <td style="width: 50%;">Choice</td> </tr> <tr> <td>Collaborate</td> <td>Explore</td> </tr> <tr> <td>History</td> <td>Progress</td> </tr> <tr> <td>Settlement</td> <td>Town</td> </tr> <tr> <td>Change</td> <td>City</td> </tr> <tr> <td>Environment</td> <td>Geography</td> </tr> <tr> <td>Migrate</td> <td>Resource</td> </tr> <tr> <td>Settlers</td> <td>Trader</td> </tr> </table>	Artifacts	Choice	Collaborate	Explore	History	Progress	Settlement	Town	Change	City	Environment	Geography	Migrate	Resource	Settlers	Trader
Artifacts	Choice																
Collaborate	Explore																
History	Progress																
Settlement	Town																
Change	City																
Environment	Geography																
Migrate	Resource																
Settlers	Trader																
<b>Assessments</b>																	
<b>(F) Formative</b>	<ol style="list-style-type: none"> <li>1. Construct timelines showing important people and events.</li> <li>2. Journal writing on effects that certain events had on the development of Chicago.</li> <li>3. Visual presentations on key events and people in historical period.</li> </ol>																
<b>(S) Summative</b>	<p><b>Task 1: (RL.3.1, RI.3.3)</b></p> <p>As they read, students should gather key details from the text that explicitly refer to the relationship between a series of historical events in a text, using language that pertains to time, sequence and cause/effect and explain how they support that relationship by asking and answering questions.</p> <p><b>Task 2: (W.3.3, SL.3.2)</b></p>																



# Third Grade Quarter 1, Unit 1

## Individual Development and Identity: Before Chicago

	<p>After task 1 is completed, the teacher will tell the students that they are going to craft a narrative to develop real events of the text using their findings. Their narratives should include an introduction and a sense of closure, a narrator and/or character, event sequence that uses temporal words and phrases, dialogue and descriptions of actions, thoughts, and feelings and employ the details they have gathered in Task 1 to develop relationships between experiences and events in Chicago’s history. Students should also share the story of their narratives with the class through a sharing presentation.</p>
<p><b>Text/Resources</b></p>	<p><a href="http://burnhamplan100.lib.uchicago.edu">http://burnhamplan100.lib.uchicago.edu</a>  <a href="http://burnhamplan100.lib.uchicago.edu/learning/classroom_resources/curricula_lesson_plans/third_grade/">http://burnhamplan100.lib.uchicago.edu/learning/classroom_resources/curricula_lesson_plans/third_grade/</a>  <a href="http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf">http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf</a>  <a href="http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Appendices.pdf">http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Appendices.pdf</a>  <a href="http://www.greatchicagostories.com/index2.php">http://www.greatchicagostories.com/index2.php</a>  <a href="http://www.greatchicagostories.com/pdf/story/The_Best_of_the_Fair_by_Kris_Nesbitt.pdf">http://www.greatchicagostories.com/pdf/story/The_Best_of_the_Fair_by_Kris_Nesbitt.pdf</a></p>
<p><b>Learning Activities</b></p>	<p><b>Week 1</b></p> <p><b>Lesson 1</b>          Students read about DuSable and begin to make connections between historical choices and current conditions.  <a href="http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf">http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf</a></p> <p><b>Guiding Question</b>  <i>What important choices and changes have people made in Chicago’s history?</i></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>▪ Ask students to list what they know about Chicago today.</li> <li>▪ Collect their thoughts on the board or chart paper.</li> <li>▪ Discuss what it means to classify/categorize.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>▪ Divide students into small groups.</li> <li>▪ Explain that together they will classify what the class has listed about Chicago.</li> <li>▪ Suggest the following categories: transportation, environment, buildings, people.</li> <li>▪ Encourage students to create additional categories.</li> <li>▪ Distribute Learning Guide 1, <i>Show History</i>.</li> <li>▪ <a href="http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf">http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf</a></li> <li>▪ Discuss one or two of the historical events and ask students how they think each event led to change in Chicago.</li> <li>▪ Working in pairs, have students read and discuss the remainder of <i>Show History</i>.</li> <li>▪ Use think-pair: Each student chooses one event and draws a picture. Then students exchange their drawings and discuss the event they chose.</li> </ul> <p><b>Conclusion</b>          Share: Discuss students’ ideas—what are their answers to the guiding question?</p>

# Third Grade Quarter 1, Unit 1

## Individual Development and Identity: Before Chicago

### **Lesson 2**

#### **Guiding Question**

What choices and changes did Jean Baptiste Point DuSable make?

#### **Introduction**

- Ask students to name people who had a big influence on Chicago.
- If they cannot think of any on their own, ask where they might look for important names, such as schools, libraries, parks, street names.
- Begin a list of names on chart paper or post individual names on a bulletin board.
- Explain that you're going to keep the list up during the unit and invite them to add additional names as they discover them.
- If DuSable's name is on the list, ask the class to share what they know and what they think it would have been like to be the first settler in Chicago.
- If DuSable's name is not on the list, explain who he was and share one or two facts about his legacy.

#### **Activity**

- Distribute Learning Guide 2, Chicago Legacy: DuSable's Choices and Changes.
- <http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf>
- Students read the passage independently or with a learning partner.
- Discuss and describe what a trading post might look like and the types of things found in one.
- Have students complete the drawing and writing response.

#### **Conclusion**

Students share their writing and pictures. Discuss.

### **Lesson 3**

#### **Objective**

Students will highlight important information.

- Distribute Learning Guide 2, Chicago Legacy: DuSable's Choices and Changes.
- <http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf>
- Discuss main ideas. Use title of the story and the bigger idea about changes to determine importance.

#### **Activity**

Teacher demonstrates finding important information on first couple of paragraphs.

- Students read the passage with partners and discuss parts to be highlighted.
- Discuss important events.

#### **Assessment**

Students highlight important events related to changes in Chicago.

# Third Grade Quarter 1, Unit 1

## Individual Development and Identity: Before Chicago

<p>▪ <b>Week 2</b></p>	<p><b><u>Lesson 4</u></b> The student identifies the people who were important to the settlement of the area that became Chicago. The student analyzes the effects that certain events had on the development of Chicago.</p> <ul style="list-style-type: none"><li>• <a href="http://www.greatchicagostories.com/pdf/story/The_Best_of_the_Fair_by_Kris_Nesbitt.pdf">http://www.greatchicagostories.com/pdf/story/The_Best_of_the_Fair_by_Kris_Nesbitt.pdf</a> Read p. 1 – 6 of “The Best of the Fair” to find out the importance behind 1893—The World Columbian Exposition. It’s a big fair and people came from all over the world to see new things. Highlight important information. Ask kids to pretend they were at the fair and visualize what the main character, Lily could see. Vocabulary: <i>attraction, canal, discourage, dwindle, elevated, exposition, illuminate, marvel, pier, stockyards</i></li></ul> <p><b><u>Lesson 5</u></b> The student identifies the people who were important to the settlement of the area that became Chicago. The student analyzes the effects that certain events had on the development of Chicago. Begin discussion of yesterday’s reading. Today we’ll read to find out of “The Best of the Fair” to find out the importance behind 1893—The World Columbian Exposition. It’s a big fair and people come from all over the world to see new things. Highlight important information. Ask kids to pretend they were at the fair and visualize what the main character, Lily, could see.</p> <p><a href="http://www.greatchicagostories.com/pdf/story/The_Best_of_the_Fair_by_Kris_Nesbitt.pdf">http://www.greatchicagostories.com/pdf/story/The_Best_of_the_Fair_by_Kris_Nesbitt.pdf</a></p> <ul style="list-style-type: none"><li>• Read pp. 7-8</li><li>• Work with partnerships to answer questions about the story.</li></ul>
<p>▪ <b>Week 3</b></p>	<p><b><u>Lesson 6</u></b> <b>Guiding Question</b> What was Daniel Burnham’s big idea?</p> <p><b>Introduction</b></p> <ul style="list-style-type: none"><li>▪ Have students refer to Learning Guide 1, <i>Show History</i>.</li><li>▪ <a href="http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf">http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf</a></li><li>▪ Ask them to think about what happened between DuSable’s arrival and the Great Chicago Fire—many people moved here and built homes, stores, and streets.</li><li>▪ Ask students what they think Chicago looked like after the fire.</li><li>▪ Ask students what opportunities the fire might have provided to the city.</li><li>▪ Discuss what it means to rebuild/plan a city. What would a planner think about? What would people in a city need? What would people in a city want?</li><li>▪ Explain that Daniel Burnham was a city planner who had to see the big picture and look to the future.</li></ul> <p><b>Activity</b></p> <ul style="list-style-type: none"><li>▪ Distribute Learning Guide 3, Chicago Legacy: Burnham’s Plan.</li></ul>

# Third Grade Quarter 1, Unit 1

## Individual Development and Identity: Before Chicago

	<ul style="list-style-type: none"><li>▪ <a href="http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf">http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf</a></li><li>▪ Students read the text independently or with a learning partner.</li><li>▪ As a group, brainstorm possible titles for a newspaper article based on the events in the text.</li><li>▪ Have students choose a headline or create their own, then complete the “Write History” activity in Learning Guide 3.</li><li>▪ <a href="http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf">http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf</a></li></ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"><li>▪ Ask students to answer the guiding question: What was Burnham’s Big Idea?</li><li>▪ Ask students what they think Burnham’s plan means to Chicago today.</li></ul> <p><b>Lesson 7</b></p> <p><b>Guiding Question</b> What was Daniel Burnham’s big idea?</p> <p><b>Introduction</b></p> <ul style="list-style-type: none"><li>▪ Have students refer to Learning Guide 1, <i>Show History</i>.</li><li>▪ <a href="http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf">http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf</a></li><li>▪ Discuss main ideas. Use title of the story and the bigger idea about changes to determine importance.</li></ul> <p><b>Activity</b> Teacher demonstrates finding important information on first couple of paragraphs.</p> <ul style="list-style-type: none"><li>▪ Students read the passage with partners and discuss parts to be highlighted.</li><li>▪ Discuss important events.</li></ul> <p><b>Assessment</b> Students highlighted important events related to changes in Chicago.</p>
▪ <b>Week 4</b>	<p><b>Lesson 8</b> Log on to: <a href="http://www.chicagohistory.org/greatchicagostories/site/storymap/index.html?story=3">http://www.chicagohistory.org/greatchicagostories/site/storymap/index.html?story=3</a> Using the projector, the teacher will show pictures of the streets of Chicago during the late 1800s. Locate the school using the interactive map. Show distance to downtown Chicago, where the Fire started. Show students the location of the Columbian Exposition. Students will discuss differences between houses and streets then and now. What are other changes in Chicago?</p> <p><b>Lesson9</b></p> <p><b>Guiding Question</b> What are the important parts of the histories of DuSable and Burnham?</p> <p><b>Introduction</b></p> <ul style="list-style-type: none"><li>▪ Ask students what they remember about DuSable’s history.</li><li>▪ Ask students what they remember about Burnham’s history.</li></ul>

# Third Grade Quarter 1, Unit 1

## Individual Development and Identity: Before Chicago

	<p>Activity</p> <ul style="list-style-type: none"><li>▪ Distribute Learning Guide 4, <i>Show Parts of Chicago History</i>.</li><li>▪ <a href="http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf">http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf</a></li><li>▪ Explain what a summary is, that is tells the most important parts of an event or topic.</li><li>▪ Students complete the activity independently or with a learning partner.</li></ul> <p><b>Conclusion</b> Have students share their work with a learning partner. Point out to students that their different answers are all responses to the same big question.</p>
▪ Week 5	<p><b>Lesson 10</b></p> <p><b>Guiding Question</b> What skills did Burnham and DuSable use?</p> <p><b>Introduction</b></p> <ul style="list-style-type: none"><li>▪ Remind students about Burnham and DuSable readings.</li><li>▪ Discuss the skills that each needed to do his job.</li><li>▪ What things might DuSable and Burnham have learned in school?</li><li>▪ How do the things we learn in school help us with the choices we make?</li></ul> <p><b>Activity</b></p> <ul style="list-style-type: none"><li>▪ Distribute Learning Guide 5, <i>Skills for Progress</i>.</li><li>▪ <a href="http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf">http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf</a></li><li>▪ Students work with a learning partner to complete.</li></ul> <p><b>Conclusion</b> Students share their work with the large group. List or chart the skills that students identified to respond to the guiding question.</p> <p><b>Lesson 11</b></p> <p><b>Guiding Question</b> What choices and changes have people made that are part of Chicago today?</p> <p><b>Introduction</b></p> <ul style="list-style-type: none"><li>▪ Remind students about the <i>Show History</i> activity.</li><li>▪ Ask students which are the most significant events that they have discussed.</li></ul> <p><b>Activity</b></p> <ul style="list-style-type: none"><li>▪ Make a Chicago Choices and Changes diagram (see below) on the board.</li><li>▪ <a href="http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf">http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/Part%201.pdf</a></li><li>▪ Use one of the events from <i>Show History</i> to show how choices lead to changes. (For example, Burnham’s plan led to changes in parks that led to choices about where to live, which led to neighborhood progress.)</li></ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"><li>▪ Ask students to predict how Chicago will change in the future based on current choices made by students or adults.</li></ul>



# Third Grade Performance Assessment

## Q1, Unit 1 – Individual Development and Identity: Before Chicago

### Common Core State Standards:

**RL.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RI.3.3\*** Describe the relationship between a series of historical events, scientific, ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**W.3.3** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

**SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Social Studies 3.0 Objectives:

**History:** The study of political, economic, and social patterns reveals continuity and change over time.

**Geography:** People use maps to navigate the world in its past and present states.

**Identity and Culture:** Culture is a way of life of a group of people who share similar beliefs, values, and customs.

\*In order to provide teachers flexibility, Reading Standard 1, the “umbrella” standard, is identified as what teachers *must* assess in each quarter. However, Reading Standard 1 will need to be attached to another standard to provide the context for the type of analysis that students will be doing. For example, Reading Standard 3 asks students to analyze theme in an analysis, and Reading Standard 1 ask them to cite evidence to support their analysis of the theme. In many of the assessments, Reading Standard 1 is accompanied by another reading standard. If you would like to change the accompanying reading standard to more tightly reflect the concepts, ideas, and analyses that you have been teaching in Quarter 1, please adjust the task and scoring tool accordingly.

### Description of Tasks:

#### Task 1: (RL.3.3, RI.3.3)

As they read, students should gather key details from the text that explicitly refer to the relationship between a series of historical events in a text, using language that pertains to time, sequence and cause/effect and explain how they support that relationship by asking and answering questions.

#### Task 2: (W.3.3)

After task 1 is completed, the teacher will tell the students that they are going to craft a narrative to develop real events of the text using their findings. Their narratives should include an introduction and a sense of closure, a narrator and/or character, event sequence that uses temporal words and phrases, dialogue and descriptions of actions, thoughts, and feelings and employ the details they have gathered in Task 1 to develop relationships between experiences and events in Chicago’s history.

# Third Grade Performance Assessment

## Q1, Unit 1 – Individual Development and Identity: Before Chicago

### General Directions for Administering Assessment:

This assessment involves two tasks. The task may be administered separately; though, should occur within the same day, and with a review of the text from Task 1 before completing the writing portion required in Task 2.

### Task 1:

Provide students with their own copy of the text so they may view photos and illustrations and reread and annotate the text.

*We have spent the last few weeks reading many different texts, watching video clips, looking at pictures, and having discussions about the early events which took place in Chicago. For example we read articles about Jean Baptiste Pointe du Sable settling near Lake Michigan, and analyzed the effects of certain events around Fort Dearborn, and read and discussed the people who were important to the settlement of the area, which would become Chicago.*

In place of the above text or engagement types and suggested activities, use text titles/scenarios that you have read and engaged in with your students during your Quarter 1 teaching/learning.

*Today, we are going to read another section from an informational text, Chicago’s Early Day from Chicago by Lynnette Brent, and gather key details of the relationship between a series of historical events in the text. You’re going to ask and answer questions about those details just as we did with the other books we have read over the past couple of weeks. While I am reading to you, I want you to think about the important people involved, the order the events occur and what cause/effects they have on each other. I’ll have some questions for you to answer and discuss with other students after listening to the text. If you have questions about the text or topic, raise your hand to ask them. Or, you can also share them with your Turn & Talk partner during or after listening to the text.*

The following questions are examples of text-dependent questions to ask students, and to provide modeling of questions students should be asking themselves as they read, that can be used with the Informational Text section, Chicago’s Early Days. Similar text-dependent questions, those which require an answer grounded in information drawn from the text, can be developed with alternative Informational Texts.

Examples of questions for students to **answer** after reading Lynnette Brent’s section, *Chicago’s Early Days*, in *Chicago*:

- Why did England and France send explorers to North America and how did the land that they explored appear to present a good opportunity for settlement?
- Who was Jean Baptiste Pointe du Sable and why is he important to Chicago’s history?
- What effects did Fort Dearborn have on the Native Americans whom resided on the land that would eventually become Chicago?
- How did the government try and mediate the effects on the Native Americans of Fort Dearborn?
- Describe the meaning of the word “fair” in the part of the text where Brent writes, *When the tribes came to the fort each year to get their money, traders and merchants set up a “fair” where people could buy things.* Who are the merchants the author is referring to?
- At the close of the section, Brent writes, *The Native American Tribes who first lived in this area would not be welcomed in the new city named Chicago.* Does her word choice of welcome speak to her perspective of the



# Third Grade Performance Assessment

## Q1, Unit 1 – Individual Development and Identity: Before Chicago

treatment of Native Americans in this time in history?

### Task 2:

Now that we've read *Chicago's Early Days* by Lynnette Brent, you're going to craft and write a narrative piece to develop the real experiences and events in Chicago's history, using key details from the text. You are going to select one historical figure or group member introduced in the section and write a narrative nonfiction piece to account for the sequential events and their effects, which occurred in early Chicago. Don't forget to include all of the following: (1) an introduction in which you introduce yourself as one of the historical figures or group members, (2) The use of temporal words and phrases to signal event order, (3) dialogue and descriptions of actions, thoughts, and feelings, and a sense of closure, using the details you gathered in Task 1 to develop the relationships between experiences and events which occurred in the early days of Chicago.

Supply students with writing paper.

### Sample Text for Tasks: *Chicago* by Lynnette Brent

**Sample Guided Prompt for Task 1:** Brent's section titled, *Early Days*, in the text, *Chicago*, explains the relationship between a series of historical events, the reasons for the events, and the historical figures or groups involved in the events. After reading the section of the text, students should select one historical figure to give an explanation of the sequential events which occurred in early Chicago presented in the book. An example would be to create a focus on the events leading to Jean Baptiste Pointe du Sable's settlement in North American from Haiti, or the colonists part in the American Revolution, or even the governments, soldiers, fur traders or Native Americans involvement with Fort Dearborn. Students should identify the key details involved in the cause/effect relationships between their chosen series of historical events. Students should then craft a historically accurate narrative piece that introduces themselves as one of the historical figures engaged in the sequential historical events. The piece must include evidence from the text, and offer a sense of closure, being sure to use temporal words and phrases, dialogue and descriptions of actions, thoughts and feelings to develop relationships between experiences and events.

**Sample Response:** After the American Revolution, in 1783, U.S. troops fought many Native American tribes in the Midwest, including my own. At the beginning, the US government and many tribes signed a peace treaty, but as part of the treaty, we had to give up land at the mouth of the Chicago River and Lake Michigan. A few years later, the government built Fort Dearborn, where traders and my tribe could go to trade furs and supplies. Fort Dearborn brought many soldiers who set up farms on the surrounding land; taking over the land my tribe needed for shelter and killed animals we needed for food, forcing my tribe out. Eventually, the government promised my tribe, along with others, \$5,000 a year for our land. Each year, when we went to collect our money, Fort Dearborn would hold a "Fair" to buy goods, which cost us much more than they should have. Ultimately, the settlers and our tribes never really agreed upon how the land should be used and were forced to live on reservations far to the west. My tribe was one of the first to live on the land, yet we were never welcome in the new city of Chicago.



# Third Grade Scoring Tool

## Q1, Unit 1 – Individual Development and Identity: Before Chicago

STANDARD	EMERGING <i>Student work is far below all of the “Meeting” criteria.</i>	DEVELOPING <i>Student work is close to all of the “Meeting” criteria.</i>	MEETING <i>Student achieves all of the criteria listed below.</i>	EXCEEDING <i>Student goes beyond all of the “Meeting” criteria.</i>
<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<input type="checkbox"/> The student answers questions in response to the text through writing; including 0-1 key details from the text – <i>important people and significant sequential events showing a relationship (cause/effect)</i>	<input type="checkbox"/> The student answers questions in response to the text through writing; including 2 key details from the text – <i>important people and significant sequential events showing a relationship (cause/effect)</i>	<input type="checkbox"/> The student answers questions in response to the text through writing; including 3 key details from the text – <i>important people and significant sequential events showing a relationship (cause/effect)</i>	<input type="checkbox"/> The student answers questions in response to the text through writing with an accurate understanding of several elaborated key details from the text – <i>important people and significant sequential events showing a relationship (cause/effect)</i>
<p><b>RI.3.3</b> Describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical</p>	<input type="checkbox"/> The student uses (above) key details to support their writing of a narrative to develop real or imagined experiences or events lacking two of the effective techniques, descriptive details, or clear event sequence – an established situation of history, and	<input type="checkbox"/> The student uses (above) key details to support their writing of a narrative to develop real or imagined experiences or events lacking one of the effective techniques, descriptive details, or clear event sequence – an established situation of history, and	<input type="checkbox"/> The student uses (above) key details to support their writing of a narrative to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequence – an established situation of history, and introduced a	<input type="checkbox"/> The student uses (above) key details to support their writing of a narrative to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequence with an accurate understanding of several elaborate key details

# Third Grade Scoring Tool

## Q1, Unit 1 – Individual Development and Identity: Before Chicago

STANDARD	EMERGING <i>Student work is far below all of the “Meeting” criteria.</i>	DEVELOPING <i>Student work is close to all of the “Meeting” criteria.</i>	MEETING <i>Student achieves all of the criteria listed below.</i>	EXCEEDING <i>Student goes beyond all of the “Meeting” criteria.</i>
<p>procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>introduced a narrator and/or character, organized and event sequenced that unfolds naturally, the use of dialogue and description through actions, thoughts, and feelings to develop experiences or events or show the response of characters to situations, the use of temporal words and phrases to signal order, and provided a sense of closure.</p>	<p>introduced a narrator and/or character, organized and event sequenced that unfolds naturally, the use of dialogue and description through actions, thoughts, and feelings to develop experiences or events or show the response of characters to situations, the use of temporal words and phrases to signal order, and provided a sense of closure.</p>	<p>narrator and/or character, organized and event sequenced that unfolds naturally, the use of dialogue and description through actions, thoughts, and feelings to develop experiences or events or show the response of characters to situations, the use of temporal words and phrases to signal order, and provided a sense of closure.</p>	<p>from the text – an established situation of history, and introduced a narrator and/or character, organized and event sequenced that unfolds naturally, the use of dialogue and description through actions, thoughts, and feelings to develop experiences or events or show the response of characters to situations, the use of temporal words and phrases to signal order, and provided a sense of closure (e.g. student may have crafted a piece which recounts the events from two characters perspectives from the text, including the techniques, descriptive details, and clear event sequences using the key</p>

# Third Grade Scoring Tool

## Q1, Unit 1 - Individual Development and Identity: Before Chicago

STANDARD	EMERGING	DEVELOPING	MEETING	EXCEEDING
	<i>Student work is far below all the "Meeting" criteria.</i>	<i>Student work is close to all of the "Meeting" criteria.</i>	<i>Student achieves all of the criteria listed below.</i>	<i>Student goes beyond all of the "Meeting" criteria.</i>
				details from the text).

# Third Grade Scoring Tool

## Q1, Unit 1 – Individual Development and Identity: Before Chicago

STANDARD	EMERGING <i>Student work is far below all of the “Meeting” criteria.</i>	DEVELOPING <i>Student work is close to all of the “Meeting” criteria.</i>	MEETING <i>Student achieves all of the criteria listed below.</i>	EXCEEDING <i>Student goes beyond all of the “Meeting” criteria.</i>
<b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<input type="checkbox"/> The student answers questions in response to the text through writing; including 0-1 key details from the text – <i>important people and significant sequential events showing a relationship (cause/effect)</i>	<input type="checkbox"/> The student answers questions in response to the text through writing; including 2 key details from the text – <i>important people and significant sequential events showing a relationship (cause/effect)</i>	<input type="checkbox"/> The student answers questions in response to the text through writing; including 3 key details from the text – <i>important people and significant sequential events showing a relationship (cause/effect)</i>	<input type="checkbox"/> The student answers questions in response to the text through writing with an accurate understanding of several elaborated key details from the text – <i>important people and significant sequential events showing a relationship (cause/effect)</i>

# Seventh Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential questions	Text Resources	Community and Partner Resources	Performance assessments to measure skills acquisition and historical analysis
<b>Q1, Unit 1 – Theme: Power</b> <b>Unit Title: Worlds Meet: Conflict, Challenges and Change</b>					
<p>By the end of this unit students will be able to investigate, analyze and understand the historical concept of “context” and how the rise of the Atlantic World dramatically changed civilization allowing people to truly become global citizens. Students will also be able to research, investigate, analyze and understand the birth of the many facets of the American identity and its relationship to 17<sup>th</sup> Century England.</p>	<ol style="list-style-type: none"> <li><b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</li> <li><b>Politics:</b> Different political systems structure and distribute power in distinct ways.</li> <li><b>Identity:</b> Identity is cultivated over long periods of time through shared experiences, beliefs and culture.</li> <li><b>Geography:</b> Movement and migration of people and ideas affects the past, present, and future.</li> </ol>	<ol style="list-style-type: none"> <li><b>History:</b> Does the distant past have a direct effect on my life today, or am I a self-determined individual?</li> <li><b>Politics:</b> Are contemporary socio/political beliefs a direct reflection of those held by our earliest colonial forefathers?</li> <li><b>Identity:</b> How do we define the “American” Identity?</li> <li><b>Geography:</b> Does where one lives determine how one lives and what one believes?</li> </ol>	<p><b>Reading:</b>  <b>Extended Text:</b>  <b>Primary Source</b>            Leon-Portilla, Miguel <i>The Broken Spears: The Aztec Account of the Conquest of Mexico</i> Boston, Beacon Press; Exp Upd Su edition 1992            Cortez, Hernan. <i>Hernan Cortez to Emperor Carlos V., 1522. In Hernan Cortez: Letters from Mexico. Translated and edited by Anthony Pagden</i>, 72-74. New Haven and New London: Yale University Press, 1986.            Secondary Source, Fritz, Jean <i>The World in 1492</i> New York, Henry Holt and Co. 199</p>	<p><b>Field Museum</b>  <a href="http://fieldmuseum.org/happening/exhibits/ancient-americas">http://fieldmuseum.org/happening/exhibits/ancient-americas</a>  <a href="http://fieldmuseum.org/schools/6th-8th-grade">http://fieldmuseum.org/schools/6th-8th-grade</a>            Various Primary Source Documents in both Spanish and English available through the Library of Congress (LOC)  <b>BARAT:</b>  <a href="http://primarysourcenus.org/barat-tps/">http://primarysourcenus.org/barat-tps/</a></p>	<p><b>Q1 Unit 1 BOY RH.6-8.2 , WHST.6-8.9 REACH</b>            Performance Task for pre-assessment            Teacher-created performance assessment            Focus on inform and explain Primary Standards            Assessed: <b>WHST6-8.1, RH.6-8.1 , RH.6-8.7-9</b> (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

# Seventh Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential questions	Text Resources	Community and Partner Resources	Performance assessments to measure skills acquisition and historical analysis
<b>Q1, Unit 2 – Theme: Identity</b> <b>Unit Title: Early Colonial America</b>					
<p>Students will be able to research, investigate, analyze and understand the birth of the many facets of the American identity and its relationship to 17<sup>th</sup> Century England.</p>	<ol style="list-style-type: none"> <li>1. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</li> <li>2. <b>Politics:</b> Different political systems structure and distribute power in distinct ways.</li> <li>3. <b>Identity:</b> Identity is cultivated over long periods of time through shared experiences, beliefs and culture.</li> <li>4. <b>Geography:</b> Movement and migration of people and ideas affects the past, present, and future.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>History:</b> Does the distant past have a direct effect on my life today, or am I a self-determined individual?</li> <li>2. <b>Politics:</b> Are contemporary socio/political beliefs a direct reflection of those held by our earliest colonial forefathers?</li> <li>3. <b>Identity:</b> How do we define the “American” Identity?</li> <li>4. <b>Geography:</b> Does where one lives determine how one lives and what one believes?</li> </ol>	<p><b>Extended Text:</b></p> <p>Historical Fiction, Selected writings from Sears, Lorenzo L.H.D. <i>American Literature in the Colonial and National Periods</i> Little, Brown and Co., Boston 1902; Mackay Hutchinson Cortissoz, Ellen, Stedman, Arthur <i>A Library of American Literature: Later Colonial Period, 1676 – 1764 Vols. 1 &amp; 2</i> Charles Webster and Company, NY 1888,</p> <p>Secondary Source, Selected longer passages from: Fischer, David Hackett. <i>Albion’s Seed: Four British Folkways in America</i> New York, Oxford University Press, 1989</p>	<p>TPS BARAT Primary Source Nexus, Library of Congress: <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/</a></p>	<p>Teacher-created performance assessment</p> <p>Focus on argument</p> <p>Primary Standards Assessed: RH.6-8.1; RH.6-8.6; RH.6-8.8; RH.6-8.10; WHST.6-8.1, WHST.6-8.2</p> <p>WHST.6-8.1, 6-8.2 (informational writing) RH6-8.1, .2, RH 6-8.7, .8, .9 (text dependent questions that will provide students with the evidence needed to develop their informational writing piece)</p>



# Seventh Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential questions	Text Resources	Community and Partner Resources	Performance assessments to measure skills acquisition and historical analysis
<b>Q2, Unit 3 – Theme: Identity</b>					
<b>Unit Title: The Meaning of Liberty</b>					
By the end of this unit students will be able to investigate, analyze and understand the roots of American socio/political/economic and cultural beliefs, why it became necessary for Americans to seek their independence and how that struggle gave rise to the concept of American Exceptionalism.	<p>1. <b>History:</b> Events and actions of the past affect the present and the future.</p> <p>2. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p> <p>3. <b>Politics:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</p>	<p>1. <b>History:</b> How has the world changed and how might it change in the future?</p> <p>2. <b>Identity:</b> What makes people who they are? / What things shape identity?</p> <p>3. <b>Politics:</b> How does the political legacy of earlier groups and individuals influence subsequent generations?</p>	<p><b>Extended Text:</b> Collier, James and Collier, Christopher, <i>My Brother Sam is Dead</i> New York, Scholastic Inc., 1985</p> <p><b>Academic Video:</b> <i>Mary Silliman’s War</i> National Endowment for the Arts 1995</p> <p>Short Texts, primary source documents located at <a href="http://barat-tps.org/Links_Time.php#ARE">http://barat-tps.org/Links_Time.php#ARE</a></p>	<p><b>Chicago History Museum</b> <a href="http://chicagohistory.org/state-media/pdf/historylab/chm-historylabhtol2.pdf">http://chicagohistory.org/state-media/pdf/historylab/chm-historylabhtol2.pdf</a> <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/</a></p>	<p>Teacher-created performance assessment</p> <p>Focus on research</p> <p>WHST.6-8.1, 6-8.2 (informational writing) RH6-8.1, .2, RH 6-8.7, .8, .9 (text dependent questions that will provide students with the evidence needed to develop their informational writing piece)</p>
<b>Q2, Unit 4 – Theme: Conflict/Compromise</b>					
<b>Unit Title: Confederation or Nation</b>					
Students will further be able to investigate and analyze how conflict between opposing political philosophies pertaining to the type of government this new nation should adopt. Students will also understand the debates about the limits and role of government and of how to maintain personal liberty by reading tracts from Federalist. Anti-federalists papers as well as introductory writings of political theorists like Montesquieu and Rousseau.	<p>1. <b>History:</b> Knowing context deepens our understanding of historical events.</p> <p>2. <b>Politics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. (C)</p> <p>3. <b>Economics:</b> Economic systems are structured to meet the needs and wants of different societies. (FL)</p>	<p>1. <b>History:</b> Is it right to judge the people and events of the past with the values of the present?</p> <p>2. <b>Politics:</b> How do citizens (both individually and collectively) influence government policy?</p> <p>3. <b>Economics:</b> How do economic needs and wants affect decisions of individuals, groups, and institutions (political and social)?</p>	<p><b>Extended Text:</b> Fradin, Dennis Brindell <i>The Founders: The 39 Stories Behind the Constitution</i>, Walker Children’s NY 2005</p> <p><b>Primary Sources:</b> Short Texts: Compilation of Primary Source Documents Located at: <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/</a></p>	<p><b>Chicago History Museum</b> <a href="http://www.chicagohistory.org/education/resources/history-lab/slavery-and-freedom-in-america">http://www.chicagohistory.org/education/resources/history-lab/slavery-and-freedom-in-america</a> <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/</a></p>	<p>Focus on Argument</p> <p>WHST.6-8.1, 6-8.2 (informational writing) RH6-8.1, .2, RH 6-8.7, .8, .9 (text dependent questions that will provide students with the evidence needed to develop their informational writing piece)</p>

# Seventh Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential questions	Text Resources	Community and Partner Resources	Performance assessments to measure skills acquisition and historical analysis
<b>Q3, Unit 5 – Theme: Justice/Injustice</b> <b>Unit Title: Challenges of Expansion</b>					
<p>Students will further be able to investigate and analyze how sectional differences created socio/political/economic and cultural conflicts primarily surrounding the moral and legal right to enslave people.</p> <p>By the end of this quarter students will be able to investigate, analyze and understand that cultural tensions surrounding the themes of liberty, rights and political economy grew to crisis proportions with the expansion of the territorial United States leading to the Civil War.</p>	<p>1. <b>Economics:</b> Economic systems differ with respect to level of stability, efficiency, freedom, security, and equality. (FL)</p> <p>2. <b>Geography:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions.</p> <p>3. <b>Politics:</b> Politics involves competing ideas about the common good and the role of the individual. (C)</p> <p>4. <b>History:</b> Knowing context deepens our understanding of historical events.</p>	<p>1. <b>Economics:</b> How do economic needs and wants affect decisions of individuals, groups, and institutions (political and social)?</p> <p>2. <b>Geography:</b> How does where people live influence how they live?</p> <p>3. <b>Politics:</b> How do citizens (both individually and collectively) influence government policy?</p> <p>4. <b>History:</b> In what ways do multiple perspectives better inform our understanding of history?</p>	<p><b>Extended Text:</b></p> <p>Horn, Jeffery M., <i>John Brown: Putting Actions Above Words (Voices for Freedom: Abolitionist Heroes)</i> Crabtree Publishing, NY 2009</p> <p>Short Texts, primary source documents located at <a href="http://barat-tps.org/Links_Time.php#ARE">http://barat-tps.org/Links_Time.php#ARE</a></p>	<p><b>Chicago History Museum</b></p> <p><a href="http://www.chicagohistory.org/education/resources/history-lab/african-american-life-in-the-nineteenth-century">http://www.chicagohistory.org/education/resources/history-lab/african-american-life-in-the-nineteenth-century</a></p> <p><a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/</a></p>	<p>Teacher-created performance assessment</p> <p>Focus on narrative</p> <p>End of Q3 WHST6-8.1, 6.2 (argument writing) RH.6-8.1, .2, .7, .8, .9 (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

# Seventh Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential questions	Text Resources	Community and Partner Resources	Performance assessments to measure skills acquisition and historical analysis
<b>Q3, Unit 6 – Theme: Power</b> <b>Unit Title: War or Rebellion</b>					
<p>By the end of this unit students will be able to investigate, analyze and understand the direct causes of the Civil War and the social, political and economic devastation that the caused on the entire nation.</p>	<ol style="list-style-type: none"> <li>1. <b>Civics:</b> All human beings have human rights independent of their national citizenship</li> <li>2. <b>History:</b> Events and actions of the past affect the present and the future.</li> <li>3. <b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors and all economic choices have costs.</li> <li>4. <b>Politics:</b> Politics involves competing ideas about the common good and the role of the individual.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Civics:</b> How can national citizenship conflict with human rights?</li> <li>2. <b>History:</b> From whose viewpoint are we seeing or reading or hearing? From what angle or perspective.               <ol style="list-style-type: none"> <li>A. In what ways do multiple perspectives better inform our understanding of history?</li> </ol> </li> <li>3. <b>Economics:</b> How do political, social, and cultural factors provide incentives and disincentives that influence economic choices?</li> <li>4. <b>Politics:</b> What is power and how is it gained, used, and justified?</li> </ol>	<p>Paulson, Gary <i>Soldier's Heart : Being the Story of the Enlistment and Due Service of the Boy Charley Goddard in the First Minnesota Volunteers</i> Laurel Leaf Publishing, 2000</p>	<p><b>Chicago History Museum</b>  <a href="http://greatchicagostories.com/halfway/">http://greatchicagostories.com/halfway/</a>  <a href="http://www.chicagohistory.org/education/resources/history-lab/fighting-for-freedom-african-americans-in-the-civil-war">http://www.chicagohistory.org/education/resources/history-lab/fighting-for-freedom-african-americans-in-the-civil-war</a>            Short Texts, primary source documents located at  <a href="http://barat-tps.org/Links_Time.php#ARE">http://barat-tps.org/Links_Time.php#ARE</a></p>	<p>Teacher-created performance assessment            Focus on argument/literary analysis            WHST6-8.1, 6-8.2 (argument writing) RH.6-8.1, .2, .7, .8, .9 (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>

# Seventh Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Q4, Unit 7 – Theme: Conflict/Compromise					
Unit Title: The Promise of Reconstruction					
Unifying Concept	Enduring Understandings	Essential questions	Text Resources	Community and Partner Resources	Performance assessments to measure skills acquisition and historical analysis
By the end of this quarter students will be able to investigate, analyze and understand the reasons for the initial hopes and successes within the areas socio/political/economic equality for freed Africans.	<ol style="list-style-type: none"> <li><b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</li> <li><b>Identity:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</li> <li><b>Civics:</b> People have differing views about the meaning and significance of citizenship.</li> </ol>	<ol style="list-style-type: none"> <li><b>History:</b> What has happened in the past and how am I connected to those in the past?</li> <li><b>Identity:</b> Can we define an “American” identity and culture?</li> <li><b>Civics:</b> What rights should count as human rights?</li> </ol>	<p>Gillem Robinette, Harriett, <i>Forty Acres and Maybe a Mule</i>, Alladin, 2000</p> <p>A Documentary History of Reconstruction Vol. 1</p>	<p><b>Chicago History Museum</b>  <a href="http://www.chicagohistory.org/static_media/pdf/historylab/chm-historylabdof2.pdf">http://www.chicagohistory.org/static_media/pdf/historylab/chm-historylabdof2.pdf</a></p> <p>Short Texts, primary source documents located at  <a href="http://barat-tps.org/Links_Time.php#ARE">http://barat-tps.org/Links_Time.php#ARE</a></p>	<p>Teacher-created performance assessment</p> <p>Focus on Analysis and Argument</p> <p>End of Q3 WHST6.1, 6.2 (argument writing) RH.6-8.1, .2, .7, .8, .9 (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</p>
Q4, Unit 8 – Theme: Identity					
Unit Title: A Dream Deferred					
Students will also be able to investigate, analyze and understand the events and issues leading to the failure and abandonment of the Reconstruction and the effects and lasting impact of this failure on the U.S.	<ol style="list-style-type: none"> <li><b>History:</b> Events and actions of the past affect the present and the future.</li> <li><b>History:</b> Different perspectives affect the interpretation of history.</li> <li><b>Economics:</b> Economic systems are structured to meet the needs and wants of different societies.</li> <li><b>Civics:</b> All human beings have human rights independent of their national citizenship.</li> <li><b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</li> </ol>	<ol style="list-style-type: none"> <li><b>History:</b> What has happened in the past and how am I connected to those in the past?</li> <li><b>History:</b> How does the legacy of earlier groups and individuals influence subsequent generations?</li> <li><b>Civics:</b> What are the rights and responsibilities of citizens in a democracy?</li> <li><b>Identity:</b> What makes people who they are? / What things shape identity?</li> </ol>	<p>A Documentary History of Reconstruction Vol. II</p> <p>Café, William H.; Gavis, Raymond; Korstad, Robert; Ortiz, Paul; Parrish, Robert, <i>Remembering Jim Crow: African Americans Tell About Life in the Segregated South</i> The New Press, NY 2008</p>	<p>Documents pertaining to Reconstruction and the rise of the Jim Crow laws at:  <a href="http://barat-tps.org/Links_Time.php#ARE">http://barat-tps.org/Links_Time.php#ARE</a></p>	<p>Teacher-created performance assessment</p> <p>Focus on Analysis and Argument</p> <p>Primary Standards Assessed: RH.6-8.1; RH.6-8.2; RH.6-8.4; RH.6-8.10; WHST.6-8.3</p> <p>End of Q4 RH6-8.1, WHST6-8.9 Reach Performance Task for Post-Assessment</p>

# Seventh Grade Quarter 1, Unit 2

## Identity: Early Colonial America

**Unit Name:** Early Colonial America

**Unit Description:** Students will read a variety of informational texts, including primary, secondary and tertiary sources that pertain to the themes of identity and continuity and change and how significant elements of today’s socio-political environment reflect those of the 17<sup>th</sup> and 18<sup>th</sup> century colonists.

**Length of Unit:** 5 weeks

<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li><b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</li> <li><b>Politics:</b> Different political systems structure and distribute power in distinct ways.</li> <li><b>Identity:</b> Identity is cultivated over long periods of time through shared experiences, beliefs and culture.</li> <li><b>Geography:</b> Movement and migration of people and ideas affects the past, present, and future.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li><b>History:</b> Does the distant past have a direct effect on my life today, or am I a self-determined individual?</li> <li><b>Politics:</b> Are contemporary socio/political beliefs a direct reflection of those held by our earliest colonial forefathers?</li> <li><b>Identity:</b> How do we define the “American” Identity?</li> <li><b>Geography:</b> Does where one lives determine how one lives and what one believes?</li> </ol>
<p><b>Common Core Standards</b></p>	
<ul style="list-style-type: none"> <li><b>Primary</b></li> </ul>	<p><b>Reading</b></p> <p><b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>Writing</b></p> <p><b>WHST.6-8.7.</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>WHST.6-8.8.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>WHST.6-8.9.</b> Draw evidence from informational texts to support analysis reflection, and research.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.7.1.</b> Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.7.2.</b> Analyze the main ideas and supporting details presented in diverse media and</p>

# Seventh Grade Quarter 1, Unit 2

## Identity: Early Colonial America

	<p>formats and explain how the ideas clarify a topic, text, or issue under study.</p> <p><b>SL.7.4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <ul style="list-style-type: none"> <li>• <b>SL.7.5.</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Secondary</b></li> </ul>	<p><b>RH.6-8.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>WHST.6-8.9.</b> Draw evidence from informational texts to support analysis reflection, and research.</p> <p><b>SL.7.5.</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
<b>Cognitive Skills</b>	<p><b>Attention needed to develop good group work habits</b></p> <ul style="list-style-type: none"> <li>• Selective attention: (filter out distractions, ignore irrelevant information)</li> <li>• Sustained attention: (focus for long periods of time)</li> <li>• Divided attention: (focus on more than one thing)</li> </ul> <p><b>Executive functions</b></p> <ul style="list-style-type: none"> <li>• Plan</li> <li>• Flexibility: change direction if not working; adopt multiple approaches</li> <li>• Strategy use: ability to reflect on strategy and select appropriate strategy</li> </ul> <p><b>Thinking skills</b></p> <ul style="list-style-type: none"> <li>• Reasoning about concrete items versus abstract ideas</li> <li>• Creativity</li> <li>• Analyzing/evaluating arguments</li> <li>• Developing a logical argument</li> <li>• Inductive reasoning: using specific examples/observations and forming a more general principal</li> <li>• Deductive reasoning: use stated general premise to reason about specific examples</li> <li>• Hypothesis testing: test ideas through experience or manipulation of variables</li> <li>• Appreciation: recognition of the value of something</li> <li>• Responding to novelty: ability to react appropriately in a novel situation</li> <li>• Self-reflection: ability to think about oneself in relation to the material</li> </ul>
<b>Content</b>	<p><b>Building Knowledge Through Texts</b></p> <ul style="list-style-type: none"> <li>• Elements of culture include language, religion, clothing, race, and socio/economic customs.</li> <li>• Internal and external forces shape identity.</li> <li>• The cultural clashes and sectionalism of the Colonial Period still plague the United States today.</li> <li>• Our two major political parties still reflect the cultural tensions that existed between the Northern, Middle and Southern colonies of the 17<sup>th</sup> and 18<sup>th</sup> centuries.</li> <li>• Language has meaning and can be used to unite and to divide people and cultures.</li> </ul>

# Seventh Grade Quarter 1, Unit 2

## Identity: Early Colonial America

<b>Assessments</b>	
<b>(D) Diagnostic</b>	<p><i>(Pre-Assessment)</i></p> <ul style="list-style-type: none"> <li>After looking at a map depicting the Northern, Middle and Southern Colonies, and examining the short article on early colonial education at <a href="http://www.socialstudiesforkids.com/articles/ushistory/13colonieesschool.htm">http://www.socialstudiesforkids.com/articles/ushistory/13colonieesschool.htm</a> students will answer the question, by using a <b>Quick Write</b>, and explain why there are differences between education in the Northern colonies and the Middle colonies and why there is no mention of education in the Southern colonies. Students will respond to the questions, what is implied by the omission of education in the Southern colonies? And why are the different sections viewed as separate entities rather than as simply referring to them as the Original 13 Colonies?" Students should provide rational and textual evidence for their explanation.</li> <li>After the Quick Write exercise, ask the students the question, "When is it right for children to leave their home?" (Follow discussion and graphic organizer instructions available with the full lesson plan at <a href="http://cpsocialscienceinstruction.wikispaces.com/">http://cpsocialscienceinstruction.wikispaces.com/</a>)</li> </ul>
<b>(F) Formative</b>	<p>Formative assessments for this unit consist of Guided Reading and Guided Writing, anecdotal notes, group meeting minutes, frequent checks for accomplishment of group and individual intermediate goals, reflections after each group meeting, summaries of select portions of text, exit slips, and expository writing samples in response to short, informational texts and the accomplishment of several standalone projects which will be a component of the final summative assessment.</p>
<b>(S) Summative</b>	<p>Groups will present a multimedia presentation on their individual colonial cultural group accompanied by an individual essay, or an alternative written product that communicates how individual cultural groups affected the development of early America both positively and negatively. The products will further explain the relationship between the socio-political cultures of colonial America to the current socio-political environment in America. (See performance assessment description for more detail at: <a href="http://cpsocialscienceinstruction.wikispaces.com/">http://cpsocialscienceinstruction.wikispaces.com/</a>)</p>
<b>Text/Resources</b>	<p><b>Creating a Colony</b></p> <p><b>Text Resources</b></p> <p><b>Extended Texts:</b> Historical Fiction, selected writings from Sears, Lorenzo L.H.D. <i>American Literature in the Colonial and National Periods</i> Little, Brown and Co., Boston 1902; Mackay Hutchinson Cortissoz, Ellen, Stedman, Arthur <i>A Library of American Literature: Later Colonial Period, 1676 – 1764 Vols. 1 &amp; 2</i> Charles Webster and Company, NY 1888.</p> <p><b>Secondary Source:</b> Selected longer passages from: Fischer, David Hackett <i>Albion’s Seed: Four British Folkways in America</i> New York, Oxford University Press, 1989</p> <p><b>Internet Resources:</b></p> <p><b>Primary and Secondary Source short text sets from</b>  <a href="http://www.fordham.edu/halsall/mod/modsbook07.html#Colonial%20North%20America">http://www.fordham.edu/halsall/mod/modsbook07.html#Colonial%20North%20America</a></p>

# Seventh Grade Quarter 1, Unit 2

Identity: Early Colonial America

	<p><a href="http://barat-tps.org/Links_Time.php#ARE">http://barat-tps.org/Links_Time.php#ARE</a></p> <p><b>Scots/Irish:</b></p> <p><a href="http://people.virginia.edu/~mgf2j/houses.html">http://people.virginia.edu/~mgf2j/houses.html</a> <a href="http://xroads.virginia.edu/~ug97/albion/aintro.html">http://xroads.virginia.edu/~ug97/albion/aintro.html</a> <a href="http://xroads.virginia.edu/~ug97/albion/albion3.html">http://xroads.virginia.edu/~ug97/albion/albion3.html</a></p> <p><b>Puritans:</b></p> <p><a href="http://atelier-ad.blogspot.com/2010/11/puritan-colonial-architecture.html">http://atelier-ad.blogspot.com/2010/11/puritan-colonial-architecture.html</a> <a href="http://www.gospelcom.net/chi/GLIMPSEF/Glimpses/glmps021.shtml">http://www.gospelcom.net/chi/GLIMPSEF/Glimpses/glmps021.shtml</a> <a href="http://www.usgennet.org/usa/topic/colonial/book/chap6_3.html">http://www.usgennet.org/usa/topic/colonial/book/chap6_3.html</a></p> <p><b>Quakers:</b></p> <p><a href="http://www.brynmawr.edu/cities/archx/atours/02/cssah/02csim.html">http://www.brynmawr.edu/cities/archx/atours/02/cssah/02csim.html</a> <a href="http://adam2.org/articles/lib_congress_exhibit/rel02.html">http://adam2.org/articles/lib_congress_exhibit/rel02.html</a> <a href="http://library.thinkquest.org/TQ0312848/quaker.htm">http://library.thinkquest.org/TQ0312848/quaker.htm</a></p> <p><b>Cavalier/Second Sons</b></p> <p><b>Jamestown settlement with great diorama:</b></p> <p><a href="http://kearneyk1.edu.glogster.com/jamestown-settlement/">http://kearneyk1.edu.glogster.com/jamestown-settlement/</a> <a href="http://www.historyisfun.org/jamestown-settlement.htm">http://www.historyisfun.org/jamestown-settlement.htm</a> <a href="http://www.genealogytoday.com/columns/recipes/tip13b.html">http://www.genealogytoday.com/columns/recipes/tip13b.html</a></p> <p><b>Laws and Charters</b></p> <p><b>Virginia Laws:</b></p> <p><a href="http://odur.let.rug.nl/~usa/D/1601-1650/virginia/instru.htm">http://odur.let.rug.nl/~usa/D/1601-1650/virginia/instru.htm</a></p> <p><b>First Virginia Charter:</b></p> <p><a href="http://odur.let.rug.nl/~usa/D/1601-1650/virginia/chart01.htm">http://odur.let.rug.nl/~usa/D/1601-1650/virginia/chart01.htm</a></p> <p><b>Note on the Charter of Massachusetts Bay, 1629</b></p> <p><a href="http://kuhttp.cc.ukans.edu/carrie/docs/texts/massbay_note.html">http://kuhttp.cc.ukans.edu/carrie/docs/texts/massbay_note.html</a></p> <p><b>Colonial Culture</b></p> <p><b>Religion:</b></p> <p><a href="http://www.nhc.rtp.nc.us/tserve/eighteen/ekeyinfo/erelwom.htm">http://www.nhc.rtp.nc.us/tserve/eighteen/ekeyinfo/erelwom.htm</a> <a href="http://www.religioustolerance.org/quaker.htm">http://www.religioustolerance.org/quaker.htm</a> <a href="http://www.loc.gov/exhibits/religion/">http://www.loc.gov/exhibits/religion/</a> <a href="http://www.socialstudiesforkids.com/articles/ushistory/13colonieschurch.htm">http://www.socialstudiesforkids.com/articles/ushistory/13colonieschurch.htm</a></p> <p><b>Religion; Education; Medicine:</b></p> <p><a href="http://www.usgennet.org/usa/topic/colonial/book/chap10_3.html">http://www.usgennet.org/usa/topic/colonial/book/chap10_3.html</a></p> <p><b>Colonial Life:</b></p> <p><a href="http://www.kidinfo.com/American_History/Colonization_Colonial_Life.html">http://www.kidinfo.com/American_History/Colonization_Colonial_Life.html</a> <a href="http://www.cesa10.k12.wi.us/Investigate-America/colonial/Families/">http://www.cesa10.k12.wi.us/Investigate-America/colonial/Families/</a></p> <p><b>Women: Stride Toward Freedom has information about women's rights in the colonies:</b></p> <p><a href="http://www.yale.edu/ynhti/curriculum/units/1997/3/97.03.02.x.html">http://www.yale.edu/ynhti/curriculum/units/1997/3/97.03.02.x.html</a> Plymouth Colony Legal Structure</p>
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# Seventh Grade Quarter 1, Unit 2

## Identity: Early Colonial America

	<p><a href="http://etext.lib.virginia.edu/users/deetz/Plymouth/ccflaw.html">http://etext.lib.virginia.edu/users/deetz/Plymouth/ccflaw.html</a></p> <p><b>Thirteen Originals: Founding the American Colonies:</b>  <a href="http://www.timepage.org/spl/13colony.html">http://www.timepage.org/spl/13colony.html</a></p> <p><b>Colonial homes, Historic Buildings:</b>  <a href="http://www.plimoth.org/visit/virtual/">http://www.plimoth.org/visit/virtual/</a>  <a href="http://www.pbs.org/wnet/colonialhouse/">http://www.pbs.org/wnet/colonialhouse/</a>  <a href="http://www.loc.gov/exhibits/religion/rel01-2.html">http://www.loc.gov/exhibits/religion/rel01-2.html</a></p> <p><b>Money in North American History:</b>  <a href="http://www.ex.ac.uk/~RDavies/arian/northamerica.html">http://www.ex.ac.uk/~RDavies/arian/northamerica.html</a></p> <p><b>Slavery:</b>  <a href="http://www.vgskole.net/prosjekt/slavrute/1.htm">http://www.vgskole.net/prosjekt/slavrute/1.htm</a>  <a href="http://home.earthlink.net/~gfeldmeth/slave.html">http://home.earthlink.net/~gfeldmeth/slave.html</a></p> <p><b>Slave Trade Statistics:</b>  <a href="http://academic.udayton.edu/race/02rights/slave04.htm">http://academic.udayton.edu/race/02rights/slave04.htm</a></p> <p><b>Indentured Servitude:</b>  <a href="http://www.geocities.com/nai_cilh/servitude.html">http://www.geocities.com/nai_cilh/servitude.html</a></p> <p><b>Colonial Trades /Occupations and Customs:</b>  <a href="http://www.history.org/history/teaching/trades.cfm">http://www.history.org/history/teaching/trades.cfm</a>  <a href="http://www.usgennet.org/usa/topic/colonial/book/chap10_2.html">http://www.usgennet.org/usa/topic/colonial/book/chap10_2.html</a></p> <p><b>Where Food Crops Originated:</b>  <a href="http://www.mnh.si.edu/garden/history/">http://www.mnh.si.edu/garden/history/</a></p> <p><b>Medicine in the Colonies:</b>  <a href="http://www.usahistory.info/colonial/education.html">http://www.usahistory.info/colonial/education.html</a>  <a href="http://www.history.org/Almanack/life/trades/tradeapo.cfm">http://www.history.org/Almanack/life/trades/tradeapo.cfm</a></p> <ul style="list-style-type: none"> <li>• Colonial Diseases</li> </ul>	
<p><b>Unit Pedagogic Process</b></p>	<p><b>Teacher</b> will meet daily with each group to instruct students on specific reading/researching strategies and the skills students will need to comprehend the texts for this unit and to complete their assigned tasks.</p> <p>Complete lesson plans including resources can be found at:  <a href="http://cpsocialscienceinstruction.wikispaces.com/">http://cpsocialscienceinstruction.wikispaces.com/</a></p> <p><b>Student Groups</b> will conduct discussions, write routinely, and report findings discovered through their research groups.</p> <ul style="list-style-type: none"> <li>• Teacher explains procedures for participating within their group activities. Teacher can use “<i>fishbowl</i>” strategy to</li> </ul>	<p><b>Differentiated Strategies for Varied Learners</b></p> <ul style="list-style-type: none"> <li>• Groups should be mixed to reflect different learning profiles with care to ensure that each group has a wide range of learning profiles and ability</li> </ul>

# Seventh Grade Quarter 1, Unit 2

## Identity: Early Colonial America

	<p>demonstrate how small groups conduct discussions around texts. (SL.7.1)</p> <ul style="list-style-type: none"> <li>• Teacher assigns groups based on varying learning styles and ability levels paying extra attention to ensure well balanced groups. (SL.7.1)</li> <li>• Teacher provides brief <b>“book talk”</b> of each extended text and ensures students are comprehending texts. (RH.6.8.1.,RH.6.8.4.)</li> <li>• Teacher models how to take Cornell notes while reading a text. As they’re reading the text, students practice close reading (and other strategies learned during mini-lessons) to search for and record elements that are essential in identifying their groups unique characteristics and culture. (RH.6.8.1., RH.6.8.2., RH.6.8.9.)</li> <li>• Students meet 2-3 times per week in their groups and use their notes to anchor their discussions and to develop their plans for their final project. Students write reflections following each group meeting. (SL.7.1., SL.7.2.)</li> <li>• Using the Essential Questions as a guide, students write summaries of select portions of their selected texts. (WHST.6-8.2., WHST. 6-8.8)</li> <li>• Students share the content from their literature circle text with the whole class, so that all students are familiar with the diverse texts. (SL7.4)</li> <li>• Mini-lessons/Activities for Teaching Writing to Develop and Convey Understanding, Cite Evidence, and to Study and Apply Language Conventions. (WHST.6-8.7., WHST.6-8.8.)</li> <li>• Teacher reviews guidelines and rubric for Performance Assessment: Groups will present a multimedia presentation on their individual colonial cultural group accompanied by an individual essay, or alternative written product that communicates how individual cultural groups affected, both positively and negatively, the development of early America. The products will further explain the relationship between the socio-political cultures of colonial America to the current socio-political environment in America. (See performance assessment description for more detail at: <a href="http://cpsocialscienceinstruction.wikispaces.com/">http://cpsocialscienceinstruction.wikispaces.com/</a>) (RH.6-8.7, RH.6-8.8, WHST.6-8.7., WHST.6-8.8., WHST.6-8.9., SL.7.4., SL.7.5.)</li> <li>• Teacher will return to the shorter informational texts, as well as images (such as photos), to model how to construct the different parts of an</li> </ul>	<p>levels.</p> <ul style="list-style-type: none"> <li>• Texts should either be modified for varying reading levels or available in digital audio form to either augment the reading or be used in lieu of the selected text.</li> <li>• Students who are developmentally challenged in writing will be allowed to augment their written assignment with drawings, self-originated video, PowerPoint, oral demonstration or any other approved method of transmitting the knowledge they have obtained and synthesized through this project.</li> <li>• Students will be encouraged to use graphic organizers and visual aids to support the understanding of key concepts.</li> <li>• Allow for ample formative assessments and revisions to ensure that all students have an excellent opportunity to experience real academic success.</li> </ul>
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# Seventh Grade Quarter 1, Unit 2

## Identity: Early Colonial America

	<p>informative/explanatory piece, including how to introduce a topic, how to organize the parts of the essay, how to use textual evidence to support the essay, what other types of evidence should be used as support, how to use transitions, etc. (RH.6-8.1., RH.6-8.5., RH.6-8.7.)</p> <ul style="list-style-type: none"> <li>• Students will use select informational texts, as well as images that they've gathered, to practice composing each part of the informative/explanatory essay. (WHST.6-8.8)</li> <li>• Students will spend time gathering evidence for the Performance Assessment, which includes using their notes to list specific evidence from their group readings that can be used for their project. Students will also record evidence from the short informational texts that were read in and outside of class. (RH.6-8.7., WHST.6-8.8.)</li> <li>• Students will be engaged in the writing process, including brainstorming, gathering evidence, drafting, revising, and editing. Teacher will confer with students through independent or guided writing conferences.</li> </ul>	
<p><b>Learning Activities</b></p>		
<ul style="list-style-type: none"> <li>• <b>Week 1</b></li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Teacher will introduce the unit by asking the question: <i>"When is okay for a child to leave home?"</i> (See full directions at : <a href="http://cpsocialscienceinstruction.wikispaces.com/">http://cpsocialscienceinstruction.wikispaces.com/</a>)</li> <li>• Explain the final performance assessment and Participation Pie.</li> <li>• Explain rubrics/hand out rubrics.</li> <li>• Assign groups according to varied learning preferences.</li> <li>• Hold the first group organizing meeting to assign roles including leader/teacher interface representative and recorder/secretary to keep track of each meeting and each student's progress through the project.</li> <li>• Discuss the concept of historical context and read background information concerning the need for approval before finding a colony in America. (Exit slip: formative assessment)</li> <li>• Discuss the needs of colonists and the concept of a manifest. Prepare for the "Establishing a Foothold" game. (Formative assessment, available at <a href="http://www.socialstudiesforkids.com/articles/ushistory/13colonies2.htm">http://www.socialstudiesforkids.com/articles/ushistory/13colonies2.htm</a>)</li> </ul> <p>After students gain a foothold and identify their cultural group (Puritan, Quaker, Cavalier/second son aristocracy, or Scots-Irish the teacher will read aloud/think aloud by the first section of</p>	<ul style="list-style-type: none"> <li>• Informational texts will be available in a variety of formats including audio, visual and tactilely.</li> <li>• Tasks will have components that allow for students to use visual, oral and tactile as well as kinesthetic skills to express knowledge gained.</li> <li>• Students will be able to take ownership of tasks through the use of "Choice Boards" and "Learning Centers"</li> </ul>

# Seventh Grade Quarter 1, Unit 2

## Identity: Early Colonial America

	<p>“Albion’s Seed: Four British Folkways in America” and sample writings by Richard Hakluyt.)</p>	
<ul style="list-style-type: none"> <li><b>Week 2</b></li> </ul>	<p><b>Group Development/Reading Writing Workshops</b></p> <ul style="list-style-type: none"> <li>Teacher will begin mentoring Cornell note taking by modeling Cornell Notes on the board and in the small group setting.</li> <li>Students will begin reading and taking notes to use as evidence in their final Performance Assessment.</li> <li>Teacher will instruct students on how to Read Like an Historian and elements of writing expository essays. <a href="http://owl.english.purdue.edu/owl/resource/685/02/">http://owl.english.purdue.edu/owl/resource/685/02/</a></li> <li>Students will meet with their groups and continue researching their assigned cultural group.</li> <li>Midweek is group share out and reflection (formative assessment).</li> <li>Continued research, discussion and writing instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Informational texts will be available in a variety of formats including audio, visual and tactilely.</li> <li>Tasks will have components that allow for students to use visual, oral and tactile as well as kinesthetic skills to express knowledge gained.</li> <li>Students will be able to take ownership of tasks through the use of “Choice Boards” and “Learning Centers</li> </ul>
<ul style="list-style-type: none"> <li><b>Week 3</b></li> </ul>	<p><b>Group Problem Solving/Initial Preparations for Performance Assessments</b></p> <ul style="list-style-type: none"> <li>Teacher will meet extensively with each individual group to assess progress and proffer both advice and guidance to address any deficiencies in research group productivity.</li> <li>Students will complete first draft of individual essay portion of the Performance Assessment.</li> <li>Students will peer review first drafts and edit/revise their essays prior to second draft.</li> <li>Students will complete second draft of individual essay.</li> <li>By this time students should have a clear understanding of their assigned cultural group and their motivations for independence from England.</li> <li>Teacher will introduce books Sears, Lorenzo L.H.D. <i>American Literature in the Colonial and National Periods</i> Little, Brown and Co., Boston 1902; Mackay Hutchinson Cortissoz, Ellen, Stedman, Arthur <i>A Library of American Literature: Later Colonial Period, 1676 – 1764 Vols. 1 &amp; 2</i> Charles Webster and Company, NY 1888.</li> </ul>	<ul style="list-style-type: none"> <li>Informational texts will be available in a variety of formats including audio, visual and tactilely.</li> <li>Tasks will have components that allow for students to use visual, oral and tactile as well as kinesthetic skills to express knowledge gained.</li> <li>Students will be able to take ownership of tasks through the use of “Choice Boards” and “Learning Centers</li> </ul>
<ul style="list-style-type: none"> <li><b>Week 4</b></li> </ul>	<p><b>Group and Individual Performance Assessment Final Stage Development</b></p>	

# Seventh Grade Quarter 1, Unit 2

## Identity: Early Colonial America

	<ul style="list-style-type: none"> <li>• Teacher will monitor group and individual progress towards completion of the group project for the final Performance Assessment.</li> <li>• Teacher will monitor and facilitate discussion on assigned readings from Sears, Lorenzo L.H.D. <i>American Literature in the Colonial and National Periods</i> Little, Brown and Co., Boston 1902; Mackay Hutchinson Cortissoz, Ellen, Stedman, Arthur <i>A Library of American Literature: Later Colonial Period, 1676 – 1764 Vols. 1 &amp; 2</i> Charles Webster and Company, NY 1888. Students will meet in groups to discuss how the experience of a “Sam” would be different within their cultural group.</li> <li>• Students will perform one last peer review of individual expository essays. Teacher will meet with each student to assess their performance to date and to address any areas of possible deficiency and offer multiple pathways to accomplish the tasks at hand.</li> <li>• Students will finalize their Group Projects for the final Performance Assessment to include an analysis of Sears, Lorenzo L.H.D. <i>American Literature in the Colonial and National Periods</i> Little, Brown and Co., Boston 1902; Mackay Hutchinson Cortissoz, Ellen, Stedman, Arthur <i>A Library of American Literature: Later Colonial Period, 1676 – 1764 Vols. 1 &amp; 2</i> Charles Webster and Company, NY 1888. vis-à-vis their cultural group.</li> <li>• Students will finalize their individual essay for the final Performance Task and hand it in to the teacher on Friday.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Week 5</b></li> </ul>	<p><b>Presentations, Assessments, Reflection</b></p> <ul style="list-style-type: none"> <li>• Teacher will hand back graded essays with opportunity for students to revise for a better grade if needed.</li> <li>• Students will present their findings and completed projects via multimedia or some other approved method of presentation including oral, theatrical, written, video, or etc.</li> <li>• Thursday: Students will conduct a Socratic round table based on the question “Is modern America a reflection of the four folk groups from 17<sup>th</sup> century England?”</li> <li>• Friday: Student Self-Assessment and participation pie (available at <a href="http://www.socialstudiesforkids.com/articles/ushistory/13coloniesschool.htm">http://www.socialstudiesforkids.com/articles/ushistory/13coloniesschool.htm</a>)</li> <li>• Homework over the weekend: Students will write a two-page reflection and critique of the finished project to be emailed to the teacher by Monday morning.</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks will have components that allow for students to use visual, oral and tactile as well as kinesthetic skills to express knowledge gained.</li> </ul>



# Seventh Grade Performance Assessment

## Q1, Unit 2 – Identity: Early Colonial America

### Common Core State Standards:

**RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**WHST.6-8.9.** Draw evidence from informational texts to support analysis reflection, and research.

**SL.7.5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

### Description of Tasks:

Groups will present a multimedia presentation on their individual colonial cultural group accompanied by an individual essay, or an alternative written product that communicates how individual cultural groups affected the development of early America both positively and negatively. The products will further explain the relationship between the socio-political cultures of colonial America to the current socio-political environment in America.

### General Directions for Administering Assessment:

Students will each be given five (5) to ten (10) minutes to individually present their portions of the overall project to the class. There will be a question and answer period to clarify and add information.

### Special Education Students:

This project will be appropriately differentiated and modified to meet the needs of Students with IEPs. Including, but not limited to, alternate forms of presentation including personal as opposed to group, visual as opposed to written, modifications as to length of presentation and content.

### English Language Learners:

With slight modification, this unit lends itself to alternate language primary and secondary sources; however, English Language Learners may be given extra time and assigned fewer readings. Their product may be modified to augment potential deficiencies in written products with visual products.

### Student Directions:

- 1) ACTIVITIES AND PROCEDURES: Students will:
  - a) Identify and describe the specific cultural group they represent:
    - i) The Puritans
    - ii) The Cavalier/Second Son Caste
    - iii) The Quakers
    - iv) The Scotch Irish

# Seventh Grade Performance Assessment

## Q1, Unit 2 – Identity: Early Colonial America

- b) Analyze the reasons for their emigration to the colonies.
    - i) Explain why they settled within specific geographic areas
  - c) Analyze the specific cultural, Socio/political, religious and economic aspects of their group.
    - i) Including:
      - (1) How they defined the word “Liberty” and how that word affected their group and the development of America.
      - (2) Art, architecture, clothing, entertainment and sport
      - (3) How they related to the other cultural groups
      - (4) Most importantly, how they contributed to the overall identity of the new America.
- 2) Students will:
- a) Analyze how the geographical location of the colony affected the development of the colony.
  - b) Create a contextually accurate history describing the major historical events and people responsible for the founding and development of their colony. The students should realize the effect of cultural background upon the development of their colony.
  - c) Analyze your group’s original charter to determine the original intent of the colony and how laws reflected the values of the group. The students will analyze the type of government they have in their colony and how it relates or does not relate to the development of democratic ideals. These must be consistent with the historical socio/political beliefs of your colony.
  - d) Design the construction of the first community shelters or village. The students should consider the subject of size of population; stockades for defense, students should examine other early colonies such as Jamestown, Virginia, Plymouth, Massachusetts and other historic colonial architectural designs.
  - e) Compare and contrast the various sections of the assignment with the other students in the class. Many sections of the colonial design assignment can be mounted for display, digital depiction, artistic depiction and discussion.
- 3) TYING IT ALL TOGETHER: Summative assessment:
- a) Upon the completion of this assignment, the students will share their analysis with the class and debate the merits of their group vis-à-vis the other groups.
  - b) The sharing will be in the form of a multimedia presentation.
    - i) A combination of the following:
      - (1) PowerPoint (advanced to include audio and or video and *appropriate* animation)
      - (2) Prezi
      - (3) Computerized animation, video, smart board presentation.
      - (4) Performance
      - (5) Art work
      - (6) Dioramas



# Seventh Grade Performance Assessment

## Q1, Unit 2 – Identity: Early Colonial America

(7) Maps

- c) The students will demonstrate the inter-relationship of various developments during the establishment of a colony
  - i) Such as geographic location, cultural background, type of government, and qualities of leadership and cooperation.

**Each student will be required to submit an individually written essay explaining their analysis and findings.**

**TEACHER NOTES:**



# Seventh Grade Scoring Tool

## Q1, Unit 2 – Identity: Early Colonial America

STANDARD	EMERGING <i>Student work is far below all the “Meeting” criteria.</i>	DEVELOPING <i>Student work is close to all of the “Meeting” criteria.</i>	MEETING <i>Student achieves all of the criteria listed below.</i>	EXCEEDING <i>Student goes beyond all of the “Meeting” criteria.</i>
<p><b>Task 2 –CCSS Standard RH.6-8.2</b></p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p><b>0 Points</b></p> <p>Logical conclusion is not present.</p>	<p><b>1 Points</b></p> <p>Logical conclusion is present about the general topic but is not supported with relevant textual evidence.</p>	<p><b>2 Points</b></p> <p>Analysis integrates the main ideas and details in the texts.</p> <p>Comparisons between various media build towards logical conclusions about the common topic.</p>	<p><b>3 Points</b></p> <p>Analysis integrates the main ideas and details in the texts.</p> <p>Comparisons between various media build towards multiple conclusions about the common topic, which are supported by strong evidence from the texts.</p>
<p><b>Task 3 –CCSS Standard WHST.6-8.9.</b></p> <p>Draw evidence from informational texts to support analysis reflection, and research.</p> <p>“Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”</p>	<p><b>0 Points</b></p> <p>No indication of evidence from informational texts.</p>	<p><b>1 Points</b></p> <p>Some indication of drawing evidence from informational texts to support analysis reflection, and research.</p> <p>Some indication that student evaluated specific claims in a text and assessing whether the reasoning of the argument is sound and relevant.</p>	<p><b>2 Points</b></p> <p>Student clearly drew evidence from informational texts to support analysis reflection, and research.</p> <p>Or</p> <p>Student traced and evaluated the argument and specific claims in a text, assessing whether the reasoning was sound and the evidence was relevant and sufficient to support the claims.</p>	<p><b>3 Points</b></p> <p>Student clearly drew evidence from informational texts to support analysis reflection, and research.</p> <p>And</p> <p>Student traced and evaluated the argument and specific claims in a text, assessing whether the reasoning was sound and the evidence was relevant and sufficient to support the claims.</p>

# Seventh Grade Scoring Tool

## Q1, Unit 2 – Identity: Early Colonial America

STANDARD	EMERGING <i>Student work is far below all of the “Meeting” criteria.</i>	DEVELOPING <i>Student work is close to all of the “Meeting” criteria.</i>	MEETING <i>Student achieves all of the criteria listed below.</i>	EXCEEDING <i>Student goes beyond all of the “Meeting” criteria.</i>
<p><b>Task 3 –CCSS Standard SL.7.5.</b></p> <p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>0 Points</b></p> <p>No use of multimedia or visual components to presentation.</p>	<p><b>1 Points</b></p> <p>Some use of multimedia components or visual displays to clarify claims and findings.</p>	<p><b>2 Points</b></p> <p>Included multimedia components and visual displays in presentation to clarify claims and findings and emphasize salient points.</p>	<p><b>3 Points</b></p> <p>Include sophisticated multimedia components including video, audio, computer and other technological elements in presentations to clarify claims and findings and emphasize salient points.</p>
<b>Standards-based Rubric</b>				
	<b>0-2 Points Emerging</b>	<b>2-4 Points Developing</b>	<b>5-8 Points Meeting</b>	<b>9-12 Points Exceeding</b>
<p><b>Total score from above: _____</b></p>				

# Tenth Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<b>Q1, Unit 1 – Theme: Identity</b> <b>Unit Title: An American Mosaic</b>					
<p>By the end of this unit students will be able to investigate and analyze how the American identity has developed over time and how our perceptions of identity influences politics, social, cultural and economic issues today.</p>	<p>1. <b>Civics:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</p> <p>2. <b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</p> <p>3. <b>History:</b> Events and actions of the past affect the present and the future.</p>	<p>1. <b>Civics:</b> How is power gained, used, justified, and abused in political systems?</p> <p>2. <b>Identity:</b> How and why do identities and cultures change?</p> <p>3. <b>History:</b> How can looking at multiple points of view help us explain the ideas and actions of individuals and groups?</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b>  <a href="#">Takaki, Ronald <i>Debating Diversity: Clashing Perspectives on Race and Ethnicity in America</i> Oxford University Press, 2002</a></p> <p>Short DBAs 2-3  <b>Primary and Secondary Short Texts:</b>  <a href="http://barat-tps.org/Links_Time.php#ARE">http://barat-tps.org/Links_Time.php#ARE</a></p>	<p><b>Chicago History Museum</b>                  Online Resources:  <i>Great Chicago Stories</i> “Peace”  <a href="http://gretchicagostories.com/peace/">http://gretchicagostories.com/peace/</a>  <i>Great Chicago Stories</i> “It’s a Long Way from Home”  <a href="http://gretchicagostories.com/jazz/">http://gretchicagostories.com/jazz/</a>  <i>Great Chicago Stories</i> “Where the Neighborhood Ends”  <a href="http://gretchicagostories.com/neighborhood/">http://gretchicagostories.com/neighborhood/</a>  <i>Facing Freedom</i>  <a href="http://facingfreedom.org/">http://facingfreedom.org/</a>.</p>	<p><b>Q1 Unit 1 BOY: RH.9-10.1 , WHST.9-10.9</b> Reach Performance Task for pre-assessment (information writing)                  Primary Standards Assessed: <b>WHST.9-10.1, RH.9-10.1 , SL.9-10.3</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</p>

# Tenth Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<b>Q1, Unit 2 – Theme: Identity</b> <b>Unit Title: The Emerging Identity of America</b>					
<p>By the end of this unit students will be able to investigate, analyze and understand how America’s identity was, in part, forged by the movement West and how we actively worked to expand and protect our borders often at the expense of other groups.</p>	<ol style="list-style-type: none"> <li><b>Politics:</b> There is a dynamic interaction between power and political structures.</li> <li><b>Identity:</b> The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.</li> <li><b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</li> </ol>	<ol style="list-style-type: none"> <li><b>Politics:</b> Can two or more groups acquire power and maintain it without coming into conflict?</li> <li><b>Identity:</b> How does the culture change to accommodate different ideas and beliefs?</li> <li><b>Civics:</b> Why do people disagree over the meaning of citizenship?</li> </ol>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b>                  Turner, Frederick Jackson : <i>The Significance of the Frontier in American History</i> (1893)</p> <p>Short DBAs 2-3  <b>Primary and Secondary Short Texts:</b>                  Ornu, Peter <i>Jefferson's Empire: The Language of American Nationhood (Jeffersonian America)</i> University of Virginia Press (March 22, 2000) Pgs 1-17</p> <p><i>Monroe Doctrine</i>  <a href="http://www.americaslibrary.gov/aa/monroe/aa_monroe_doctrine_1.html">http://www.americaslibrary.gov/aa/monroe/aa_monroe_doctrine_1.html</a></p> <p><b>Various Primary Source Documents - Manifest Destiny</b>  <a href="http://www.loc.gov/rr/program/bib/ourdocs/NationalExpansion.html">http://www.loc.gov/rr/program/bib/ourdocs/NationalExpansion.html</a></p>	<p><b>Chicago History Museum</b>                  Online Resources:  <i>Facing Freedom</i>  <a href="http://facingfreedom.org/">http://facingfreedom.org/</a>  <i>Great Chicago Stories</i> “His Father’s Namesake”  <a href="http://greatchicagostories.com/namesake/">http://greatchicagostories.com/namesake/</a></p> <p><b>Speak Truth to Power</b>                  Speak Truth To Power: Ethel Kennedy: Political Participation  <a href="http://curriculum.rfkcenter.org/curriculums/45?locale=en">http://curriculum.rfkcenter.org/curriculums/45?locale=en</a></p>	<p><b>Q1, U2</b>                  Teacher-created performance assessment (information writing)                  Primary Standards Assessed: <b>WHST.9-10.1, RH.9-10.1, , SL.9-10.3</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</p>

# Tenth Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<b>Q2, Unit 3– Theme: Power Unit Title: Defining Power in America</b>					
<p>By the end of this unit students will be able to investigate and analyze different types of power, how it is obtained, maintained and changed over time.</p>	<p>1. <b>Geography:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions.</p> <p>2. <b>Politics</b> involves competing ideas about the common good and the role of the individual.</p> <p>3. <b>History:</b> Different perspectives affect the interpretation of history.</p>	<p>1. <b>Geography:</b> Is it inevitable for man to create boundaries between people?</p> <p>2. <b>Politics:</b> What is power and how is it gained, used, and justified?</p> <p>3. <b>History:</b> Do past people, places, ideas, and events influence later generations?</p>	<p>Daily Routine Reading 2 extended texts per year <b>Extended Text</b> Martin Duberman’s <i>Haymarket: A Novel</i> <b>3 – 5 Short Texts Per Quarter</b> 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p>Selections from James Green’s <i>Death in the Haymarket: A Story of Chicago, the First Labor Movement and the Bombing That Divided Gilded Age America</i></p> <p>Selections from Amy Kaplan &amp; Donald Pease’s (Eds.) <i>Cultures of United States Imperialism</i></p> <p>Selections from Robert J. Goldstein’s <i>Political Repression in Modern America From 1870 to 1976</i></p> <p>Selections from David Halberstam’s <i>The Children</i></p> <p>Selections from J. William Fulbright’s <i>The Arrogance of Power</i></p>	<p>Struggle for the Eight Hour Workday &amp; the Haymarket Riot <a href="http://historymatters.gmu.edu/d/5767">http://historymatters.gmu.edu/d/5767</a> (Andrew Carnegie - “Hymn to Wealth”)</p> <p><a href="http://historymatters.gmu.edu/d/6645">http://historymatters.gmu.edu/d/6645</a> (Political Cartoon - “Eight Hours for What We Will!”)</p> <p>Civil Rights and the Power of the People <a href="http://www2.vcdh.virginia.edu/civilrightstv/index.html">http://www2.vcdh.virginia.edu/civilrightstv/index.html</a></p>	<p><b>Q2. U3</b> Teacher-created performance assessment (information writing) Primary Standards Assessed: <b>RH.9-10.3, WHST.9-10.2, SL.9-10.4</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</p>

# Tenth Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<b>Q2, Unit 4– Theme: Power</b> <b>Unit Title: Interrogating American Power</b>					
<p>By the end of this unit students will be able to investigate, analyze and understand issues of contemporary American power, its limits, its potential and the possibilities American power offers in the spreading of democracy and democratic values throughout the world.</p>	<p>1. <b>Politics</b> is a process to determine who governs and for what purposes.                  2. <b>Geography:</b> Movement and migration of people and ideas affects the past, present, and future.                  3. <b>Economic</b> systems are structured to meet the needs and wants of different societies.</p>	<p>1. <b>Politics:</b> How are governments created, structured, maintained, and changed?                  2. <b>Geography:</b> Does movement affect an existing community? Does movement affect a new community?                  3. <b>Economics:</b> How do economic factors affect social and political issues?</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  <b>Extended Text</b>  <i>Harrison Bergeron</i>, by Kurt Vonnegut                  Readings:  <i>Miracle at Philadelphia</i> (Selections), by Catherine Bower  <b>Primary and Secondary Short Texts:</b>                  The Mayflower Compact (1620)                  Father Abraham’s Speech or, The Way to Wealth, Benjamin Franklin (1757)                  Short DBAs 2-3  <a href="http://barat-tps.org/Links_Time.php#ARE">http://barat-tps.org/Links_Time.php#ARE</a></p>	<p><b>News Literacy</b>                  The News Literacy Project middle school primer packet: an introduction to news literacy for teachers with suggestions for lessons and activities. This applies to: How do economic factors affect social and political issues?                  How are governments created, structured, maintained, and changed?                  How do powerful individuals and groups drive political change?</p>	<p><b>Q2, U4</b>                  Teacher-created performance assessment (information writing)                  Primary Standards Assessed:  <b>RH.9-10.3, WHST.9-10.2, SL.9-10.4</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</p>



# Tenth Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<b>Q3, Unit 5– Theme: Conflict/Compromise Unit Title: Defining American Ideals</b>					
<p>By the end of this unit students will be able to investigate and analyze the roots of the American ideals of liberty, equality, equal opportunity, democracy, individualism, individual rights and how well America has or has not fully realized these American ideals.</p>	<p>1. <b>History:</b> Events and actions of the past affect the present and the future.                  2. <b>Economic</b> systems are structured to meet the needs and wants of different societies.                  3. <b>Politics:</b> The study of political, economic, and social patterns reveals continuity and change over time.</p>	<p>1. <b>History:</b> Does studying the past help us understand the present world and the future?                  2. <b>Economics:</b> What is the government’s responsibility to provide for the general welfare of its citizens?                  3. <b>Politics:</b> What does history tell us about how important it is to think independently?</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  <b>Extended Text</b>  <a href="http://www.oxfordup.com/9780190602631">Fischer, David Hackett <i>Albion’s Seed: Four British Folkways in America</i> Oxford University Press, 1989</a>                   Short DBAs 2-3  <b>Primary and Secondary Short Texts:</b>                  The Declaration of Independence (1776)  <i>Federalist Paper #10</i>  <i>Anti-Federalist Paper #3 (Cato)</i>  <i>The Constitution of the United States</i>  <i>The Bill of Rights</i>  <b>Found at:</b>  <a href="http://barat-tps.org/Links_Time.php#ARE">http://barat-tps.org/Links_Time.php#ARE</a></p>	<p><b>Chicago History Museum</b>                  Online Resources:  <i>History Lab “Documents of Freedom”</i>  <a href="http://www.chicagohistory.org/education/resources/history-lab/america-s-documents-of-freedom">http://www.chicagohistory.org/education/resources/history-lab/america-s-documents-of-freedom</a>  <i>Facing Freedom</i>  <a href="http://facingfreedom.org/">http://facingfreedom.org/</a>                  FHAO:                  Eyes on the Prize Study Guide  <a href="http://www.facinghistory.org/publications/eyes-prize-study-guide">http://www.facinghistory.org/publications/eyes-prize-study-guide</a></p>	<p><b>Q3, U5</b>                  Teacher-created performance assessment (argument writing)                  Primary Standards Assessed:  <b>RH.9-10.6 , WHST.9-10.8, SL.9-10.4</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

# Tenth Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<b>Q3, Unit 6– Theme: Conflict/Compromise Unit Title: Interrogating American Ideals</b>					
<p>By the end of this unit students will be able to investigate, analyze and understand that although we are a nation of admirable ideals we have often struggled to live up to those ideals. Students will investigate the ongoing struggle for democratization and rights in America.</p>	<p>1. <b>Civics:</b> The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.                  2. <b>Politics:</b> The distribution of power is a product of existing documents and laws combined with contemporary values and beliefs.                  3. <b>History:</b> Knowledge of the past helps us understand the world and make better decisions about the future.</p>	<p>1. <b>Civics:</b> How do powerful individuals and groups drive political change?                  2. <b>Politics:</b> How is power gained, used, justified, and abused in political systems?                  3. <b>History:</b> How do past people, places, ideas, and events influence later generations?</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  <b>Extended Text</b>                  A Raisin in the Sun                  Short DBAs 2-3  <b>Primary and Secondary Short Texts:</b>                  Native American:  <i>Black Elk Speaks</i> (Selections)                  Henry David Thoreau, “<i>Civil Disobedience</i>” (1846)  <i>The Seneca Falls Declaration of Sentiments and Resolutions</i> (1848)                  United States Supreme Court, <i>Brown v. Board of Education of Topeka</i> (1954)  <i>Letter From a Birmingham Jail</i>, Martin Luther King Jr.  <i>Autobiography of Malcolm X</i> (selections)</p>	<p><b>News Literacy</b>                  The News Literacy Project middle school primer packet: an introduction to news literacy for teachers with suggestions for lessons and activities. This applies to:                  How do powerful individuals and groups drive political change?                  How is power gained, used, justified, and abused in political systems?   <b>Robert R. McCormick Foundation</b>  <a href="http://www.mccormickfoundation.org/page.aspx?pid=586">http://www.mccormickfoundation.org/page.aspx?pid=586</a></p>	<p><b>Q3, U6</b>                  Teacher-created performance assessment                  Primary Standards Assessed:  <b>RH.9-10.6 , WHST.9-10.8, SL.9-10.4</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

# Tenth Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<b>Q4, Unit 7– Theme: Justice/Injustice Unit Title: Defending American Ideals</b>					
<p>By the end of this unit students will be able to investigate and analyze issues in contemporary America that evidence America’s continuing quest to realize American ideals and what students can do as individuals to identify, defend and promote the advancement toward the realization of those ideals.</p>	<ol style="list-style-type: none"> <li><b>Civics:</b> Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.</li> <li><b>History:</b> Time, place, and culture influence our perspectives on people and issues.</li> <li><b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors, and all economic choices have costs.</li> <li><b>Politics</b> is a process to determine who governs and for what purposes.</li> </ol>	<ol style="list-style-type: none"> <li><b>Civics:</b> Why should we be involved in our communities?</li> <li><b>History:</b> Why is it important to situate history within the time and place in which it occurred?</li> <li><b>Economics:</b> How do our personal economic choices affect others; how do the choices of others affect us?</li> <li><b>Politics:</b> Who should govern?</li> </ol>	<p>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.</p> <p><b>Extended Text</b> <a href="#">Abu-Jaber <i>The Language of Baklava</i> Pantheon Books, 2005</a> <a href="#">Harf, James &amp; Lombardi, Mark <i>Clashing Views on Global Issues</i> McGraw-Hill/Dushkin 2008</a> Short DBAs 2-3</p> <p><b>Primary and Secondary Short Texts:</b> John F. Kennedy: First Inaugural Speech Ronald Reagan: <i>Selected Speeches</i> Franklin D. Roosevelt: “Day of Infamy” Speech George W. Bush: <i>Address to the Nation</i>, 9/20/11</p>	<p><b>Facing History and Ourselves</b> Choosing to Participate—Study Guide <a href="http://www.facinghistory.org/publications/choosing-participate-revised-edition">http://www.facinghistory.org/publications/choosing-participate-revised-edition</a></p> <p><b>Speak Truth To Power</b> Van Jones: Who do you think is protecting you? <a href="http://curriculum.rfkcenter.org/curriculums/33?locale=en">http://curriculum.rfkcenter.org/curriculums/33?locale=en</a></p>	<p><b>Q4, U7</b> Teacher-created performance assessment Performance Task for Post-Assessment (argument writing) Primary Standards Assessed: <b>RH.9-10.9 , WHST.9-10.6, SL.9-10.5</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

# Tenth Grade Curriculum Map

## CPS Social Science Content Framework – Version 3.0

Unifying Concept	Enduring Understandings	Essential Questions	Reading Complex Texts and Text to Support Writing	Community and Partner Resources	Performance Assessments to Measure Skills Acquisition and Historical Analysis
<b>Q4, Unit 8– Theme: Justice/Injustice Unit Title: The Future of America</b>					
<p>By the end of this unit students will be able to investigate, analyze and understand that they have a responsibility to their community, nation and world to make them all a better place for everyone.</p>	<p>1. <b>Politics:</b> The distribution of power is a product of existing documents and laws combined with contemporary values and beliefs.                  2. <b>Civics:</b> People have differing views about the meaning and significance of citizenship.                  3. <b>Economics:</b> Individual economic choices drive and are driven by a wide variety of factors and all economic choices have costs.</p>	<p>1. <b>Politics:</b> When should pragmatism trump idealism?                  2. <b>Civics:</b> Why do people disagree over the meaning of citizenship?                  3. <b>Economics:</b> Will you live a more fulfilling life than people of your parents’ generation? What role does technology play in your individual happiness compared to a person of an earlier generation?</p>	<p>Daily Routine Reading                  2 extended texts per year                  3 – 5 Short Texts Per Quarter 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  <b>Extended Text</b>  <b>Primary and Secondary Short Texts:</b>                  The Changing Demographics of America  <a href="http://www.smithsonianmag.com/specialsections/40th-anniversary/The-Changing-Demographics-of-America.html">http://www.smithsonianmag.com/specialsections/40th-anniversary/The-Changing-Demographics-of-America.html</a>                  Study Predicts Future for U.S. as No. 2 Economy, but Energy Independent  <a href="http://www.nytimes.com/2012/12/11/world/china-to-be-no-1-economy-before-2030-study-says.html">http://www.nytimes.com/2012/12/11/world/china-to-be-no-1-economy-before-2030-study-says.html</a>                  How America can Rise Again  <a href="http://www.theatlantic.com/magazine/archive/2010/01/how-america-can-rise-again/307839/">http://www.theatlantic.com/magazine/archive/2010/01/how-america-can-rise-again/307839/</a></p>	<p><b>News Literacy</b>                  Why do people disagree over the meaning of citizenship?                  What are the rights and responsibilities of citizens in a democracy?</p>	<p><b>Q4 EOY: RH.9-10.1 , WHST.9-10.9</b> Reach Performance Task for post assessment Performance Task for Post-Assessment  <b>Q4, U8</b> Teacher-created performance assessment (argument writing)                  Primary Standards Assessed:  <b>RH.9-10.9 , WHST.9-10.6, SL.9-10.5</b> (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

# Tenth Grade Quarter 2, Unit 3

## Power: Defining Power in America

<p><b>Unit Name:</b> Defining Power in America</p> <p><b>Unit Description:</b> Students will read and analyze a variety of texts (primary, secondary, and tertiary sources) that pertain to the theme of power and its usage in American history.</p> <p><b>Length of Unit:</b> 5 weeks</p>	
<p><b>Enduring Understandings</b></p>	<p>1. <b>Geography:</b> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions.</p> <p>2. <b>Politics</b> involves competing ideas about the common good and the role of the individual.</p> <p>3. <b>History:</b> Different perspectives affect the interpretation of history.</p>
<p><b>Essential Questions</b></p>	<p>1. <b>Geography:</b> Is it inevitable for man to create boundaries between people?</p> <p>2. <b>Politics:</b> What is power and how is it gained, used, and justified?</p> <p>3. <b>History:</b> Do past people, places, ideas, and events influence later generations?</p>
<p><b>Common Core Standards</b></p>	
<p><b>Primary</b></p>	<p><b>RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>WHST.9-10.2a, b, c, d</b></p> <p><b>a.</b> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>b.</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>c.</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><b>Secondary</b></p>	<p><b>RH 9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>RH 9-10.7</b> Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account.</p>

# Tenth Grade Quarter 2, Unit 3

## Power: Defining Power in America

	<p><b>WHST 9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>WHST 9-10.5</b> Develop &amp; strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST 9-10.9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>SL 9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>SL 9-10.5</b> Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<b>Final</b>	<p><b>RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>WHST.9-10.2a, b, c, d</b></p> <p><b>a.</b> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>b.</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>c.</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<b>Cognitive Skills</b>	<p>Attention needed to develop good group work habits:</p> <ul style="list-style-type: none"> <li>▪ Selective attention (filtering our distractions, ignoring irrelevant information)</li> <li>▪ Sustained attention (focus on material for long periods of time)</li> <li>▪ Dividing attention (focus on more than one thing at a time)</li> </ul>

# Tenth Grade Quarter 2, Unit 3

## Power: Defining Power in America

	<ul style="list-style-type: none"> <li>▪ Critical thinking skills</li> </ul> <p>Executive functions</p> <ul style="list-style-type: none"> <li>▪ Plan</li> <li>▪ Flexibility: change direction if not working; adopt multiple approaches</li> <li>▪ Strategy use: ability to reflect on strategy and select appropriate strategy</li> </ul> <p>Thinking skills</p> <ul style="list-style-type: none"> <li>▪ Reasoning about concrete items versus abstract ideas</li> <li>▪ Creativity</li> <li>▪ Analyzing/evaluating arguments</li> <li>▪ Developing a logical argument</li> <li>▪ Inductive reasoning: using specific examples/observations and forming a more general principal</li> <li>▪ Deductive reasoning: use stated general premise to reason about specific examples</li> <li>▪ Hypothesis testing: test ideas through experience or manipulation of variables</li> <li>▪ Appreciation: recognition of the value of something</li> <li>▪ Responding to novelty: ability to react appropriately in a novel situation</li> <li>▪ Self-reflection: ability to think about oneself in relation to the material</li> </ul>
<b>Content</b>	<p>Building Knowledge Through Texts</p> <ul style="list-style-type: none"> <li>▪ Power has complex meanings &amp; interpretations and can be used to unite and to divide people and cultural groups.</li> <li>▪ Internal and external forces shape power dynamics.</li> <li>▪ Power has shaped the social, cultural, and economic scenarios of race, class, and gender and it continues to shape presently.</li> <li>▪ There are intended and unintended consequences in the use of power in the United States.</li> </ul> <p>The struggle for power in America is a competition of ideas and values with multiple perspectives and conclusions.</p>
<b>Assessments</b>	
<b>(D) Diagnostic</b>	<p><b>Diagnostic Assessments (or Pre-assessments)</b></p> <p>Students will participate in collaborative discussions about the nature of power, the various forms of power and how power can be defined in a variety of ways. Students will share out their findings both verbally and in a quick write exit slip at the end of class.</p>
<b>(F) Formative</b>	<p><b>Formative Assessments</b></p> <p>This unit contains multiple formal and informal formative assessments. Formative assessments for this unit consist of guided reading and writing exercises, Cornell Notes (with summaries), marking the text activities, checks of group and individual intermediate goals, reflections after group work/meetings, summaries of selected text(s), exit slips, and expository writing samples in response to short, informational texts/documents will used in this unit.</p>
<b>(S) Summative</b>	<p><b>Summative Performance Assessment</b></p>

# Tenth Grade Quarter 2, Unit 3

## Power: Defining Power in America

	<p>Summative performance assessments are ways to measure students’ knowledge and skills that go beyond asking them to answer multiple choice, true/false, or fill in the blank questions. Students will be asked to complete a hands-on task (up to 45 minutes) or one that can be completed over several class periods. Together, the assessment task and the scoring method comprise the performance assessment. The performance assessment for this unit consists of multiple tasks and scoring methods.</p> <p>Groups (of up to 4-5 students) will present a multimedia presentation on their individual power group (from six total group choices) accompanied by an individual essay that explains how their group was impacted, both positively and negatively, by a variety of power dynamics during their historical time period. Students’ products will further explain the social, economic, and cultural relationship of their chosen group to the current social, economic, and cultural environment in modern America.</p>
<p><b>Text/Resources</b></p>	<p><b><u>Defining Power Text Resources</u></b></p> <p><b>Reading Extended Text (Nonfiction &amp; literary nonfiction)</b></p> <p>Struggle for the Eight Hour Workday &amp; the Haymarket Riot</p> <ul style="list-style-type: none"> <li>▪ Selections from James Green’s <i>Death in the Haymarket: A Story of Chicago, the First Labor Movement and the Bombing That Divided Gilded Age America</i> and Martin Duberman’s <i>Haymarket: A Novel</i></li> </ul> <p>American Imperialism/Spanish American War</p> <ul style="list-style-type: none"> <li>▪ Selections from Amy Kaplan &amp; Donald Pease’s (Eds.) <i>Cultures of United States Imperialism</i></li> </ul> <p>The Red Scare &amp; Government Repression During World War I</p> <ul style="list-style-type: none"> <li>▪ Selections from Robert J. Goldstein’s <i>Political Repression in Modern America From 1870 to 1976</i></li> </ul> <p>The Children’s March and the Civil Rights Movement</p> <ul style="list-style-type: none"> <li>▪ Selections from David Halberstam’s <i>The Children</i></li> </ul> <p>American Power During the Vietnam Era</p> <ul style="list-style-type: none"> <li>▪ Selections from J. William Fulbright’s <i>The Arrogance of Power</i></li> </ul> <p><b>Video Sources:</b></p> <ul style="list-style-type: none"> <li>▪ Mighty Times: The Children’s March</li> <li>▪ The Fog of War</li> </ul> <p><b>Reading Short Primary &amp; Secondary Text (nonfiction within grade band complexity)</b></p> <p>For all topics:</p> <ul style="list-style-type: none"> <li>▪ Taken from several of the readings from the websites below</li> </ul> <p>American Imperialism/Spanish American War and The Red Scare &amp; Government Repression During World War I</p> <ul style="list-style-type: none"> <li>▪ Selections from Howard Zinn’s <i>A People’s History of American Empire: A Graphic Adaptation</i></li> </ul> <p><b>Internet Resources:</b></p> <p>Struggle for the Eight Hour Workday &amp; the Haymarket Riot</p>



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## Power: Defining Power in America

- <http://historymatters.gmu.edu/d/5767> (Andrew Carnegie - "Hymn to Wealth")
- <http://historymatters.gmu.edu/d/6645> (Political Cartoon - "Eight Hours for What We Will!")
- <http://historymatters.gmu.edu/d/4937> (Albert Parsons - Congressional Testimony on the Eight Hour Day)
- <http://historymatters.gmu.edu/d/98> (Oscar Ameringer - "Bad News From Chicago")
- <http://historymatters.gmu.edu/d/5037> (Adolph Strasser, Knights of Labor - "Making the Case for Labor")
- <http://www.chicagohistory.org/dramas/overview/over.htm> (The Dramas of Haymarket)

### Civil Rights and the Power of the People

- <http://www2.vcdh.virginia.edu/civilrightstv/index.html>
- <http://hti.osu.edu/opper/lesson-plans/the-civil-rights-movement>

### Power of America During the Vietnam Era.

- <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/cia-and-the-vietnam-policymakers-three-episodes-1962-1968/index.html>
- <http://www.spartacus.schoolnet.co.uk/vietnam.html>
- <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB48/>

### American Imperialism/Spanish American War

- <http://historymatters.gmu.edu/d/5471> (William Randolph Hearst - Editorial on the Maine, "Shameful Treachery")
- <http://historymatters.gmu.edu/d/100> (Frank Pullen - "A Perfect Hailstorm of Bullets")
- <http://historymatters.gmu.edu/d/5472> (*New York Times* - Editorial on the Maine Tragedy)
- <http://historymatters.gmu.edu/d/58> (Anti-Imperialist League - Soldiers Letters from the Philippines)
- <http://historymatters.gmu.edu/d/5470> (Hyman Rickover - "Clears Spain of the Maine Explosion")

### The Red Scare & Government Repression During World War I

- <http://historymatters.gmu.edu/d/6659> (Political Cartoon - "Under the Stars and Stripes")
- <http://historymatters.gmu.edu/d/6660> (Photo - "After the Execution")
- <http://historymatters.gmu.edu/d/4993> (A. Mitchell Palmer - "The Case Against the Reds")
- <http://historymatters.gmu.edu/d/4981> (*The Washington Post* - "Sailor Wounds Spectator Disrespectful of Flag")
- <http://historymatters.gmu.edu/d/4980> (*The Nation* - The Red Scare & Free Speech in Connecticut)
- <http://historymatters.gmu.edu/d/15> (Emma Goldman piece on her deportation)

# Tenth Grade Quarter 2, Unit 3

## Power: Defining Power in America

<b>Unit Pedagogic Process</b>	<p>Teacher will meet daily with different groups assigned to specific teacher-selected topics dealing with defining power in America:</p> <ul style="list-style-type: none"> <li>a. Struggle for the Eight Hour Workday &amp; the Haymarket Riot</li> <li>b. American Imperialism/Spanish American War</li> <li>c. The Red Scare &amp; Government Repression During World War I</li> <li>d. The American Civil Rights Movement</li> <li>e. American Power During the Vietnam War</li> </ul> <p>They will instruct students on specific reading and researching strategies and skills necessary to read and write like a historian as well as analyze both the required texts for this unit and supplemental texts discovered by the students to complete their assigned work. Student groups will regularly conduct collaborative conversations, routinely engage in writing, and report their findings discovered through both their individual research and the research required from their group.</p>	
<b>Learning Activities</b>		<b>Differentiated Strategies for Varied Learners</b>
<b>Week 1</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>▪ Teacher will introduce the unit by guiding a collaborative conversation on “defining the various meanings of power and the implication of these meanings on American society” and completing a large group KWL, and a quick write exit slip.</li> <li>▪ Teacher explains procedures for participating within their group activities and assigns groups based on varying learning styles and ability levels, paying extra attention to ensure well balanced groups. (SL9-10.1)</li> <li>▪ Teacher will model the reading of a primary source documents, selected from one of the assigned websites, using the “Read Aloud – Think Aloud” strategy and then encourage the students to do the same within their group. Both the documents and the discussions should focus on the definition of power vis-à-vis the definition and role of power in American history and will introduce the central unit question (“How do Americans react to, acquire and use different forms of power, both negatively and positively,”). He/she will also explain each of the topic groups (see above) and provides a structured yet brief “book talk” of each extended text and to ensure students are comprehending texts (RH 9-10.1, RH 9-10.4)</li> <li>▪ Teacher models how to take Cornell Notes while reading a</li> </ul>	

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## Power: Defining Power in America

	<p>text. As they're reading, students will practice close reading and/or marking the text strategies to search for and record elements that are essential in identifying the key information within each text. (for Cornell Notes see: <a href="http://coe.jmu.edu/LearningToolbox/cornellnotes.html">http://coe.jmu.edu/LearningToolbox/cornellnotes.html</a> and for Marking the Text see: <a href="http://www.literacyta.com/literacy-skills-in-action/marking-text-action">http://www.literacyta.com/literacy-skills-in-action/marking-text-action</a>) in whole group and small group formats (RH 9-10.1, RH 9-10.2, RH 9-10.7)</p> <ul style="list-style-type: none"> <li>▪ Explanation of the paper, the final performance assessment and accompanying rubrics.</li> <li>▪ At the end of the week, teacher will lead a read aloud/discussion on selected readings on Struggle for the Eight Hour Workday &amp; the Haymarket Riot (TBD by teacher).</li> </ul>	
<p><b>Week 2</b></p>	<p><b>Group Development &amp; Reading/Writing Workshops</b></p> <ul style="list-style-type: none"> <li>▪ Teacher will lead a read aloud/discussion on selected readings on American Imperialism/Spanish American War &amp; The Red Scare/Government Repression During WWI (TBD by teacher).</li> <li>▪ Students will begin reading and taking notes on texts which they will use as evidence in their final assessment.</li> <li>▪ Teacher will instruct students on the elements of essay (expository) writing and how to Read Like an Historian.</li> <li>▪ Students meet 2-3 times per week in their groups and use their notes to lead their discussions and to develop their plans for their final presentation and individual paper. Students write reflections following each group meeting. (SL 9-10.1, SL 9-10.2, WHST 9-10.7).</li> <li>▪ Using the essential question(s) as a guide, students will write summaries of selected portions of their texts. (WHST 9-10.2, WHST 9-10.5).</li> <li>▪ Students share the content of their group texts with whole class, thereby diversifying texts within the class. (SL 9-10.1, SL 9-10.5).</li> <li>▪ Students will view <i>Mighty Times: The Children's March</i> and have a collaborative conversation about how the Birmingham Children's March relates to the topic of <i>Power</i> both from an institutional point of view and from the point of view of the children and the Civil Rights leaders.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Groups should be mixed to reflect different ability students in order to produce groups that have a wide range of learning and ability levels</li> <li>▪ Texts should either be modified for varying reading levels or available in a digital audio format to augment the reading (or to be used in lieu of the reading)</li> <li>▪ Students will be encouraged to use graphic organizers and other visual aids to support their understanding of key concepts.</li> </ul>

# Tenth Grade Quarter 2, Unit 3

## Power: Defining Power in America

<p><b>Week 3</b></p>	<p><b>Group Problem Solving &amp; Preparation for Performance Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Teacher will meet daily with each group to monitor progress and to offer suggestions, advice, and guidance to promote &amp; stimulate group productivity.</li> <li>▪ Students will complete a first draft of their individual essay (performance assessment) and will peer edit each other's work.</li> <li>▪ Students will revise/edit their essays and will submit a second draft to be graded.</li> <li>▪ At this point, all groups should have a substantial understanding of their topic – background, individuals/groups involved, &amp; motivations for struggling for power and teacher can perform a formative assessment of students' Cornell Notes (see: <a href="https://docs.google.com/a/cps.edu/document/d/1VPljCc9slqvs_eND5CcerHQ6QPpdErYKaf5nMmfAdVs/edit">https://docs.google.com/a/cps.edu/document/d/1VPljCc9slqvs_eND5CcerHQ6QPpdErYKaf5nMmfAdVs/edit</a>).</li> <li>▪ Students participate in activities that seek to develop writing to convey understanding, cite evidence correctly, and to study and apply language conventions. (WHST 9-10.1, WHST 9-10.2).</li> <li>▪ Teacher will reinforce the shorter informational texts, as well as images (such as political cartoons, photos, etc.), to model how to construct the different parts of an informative/explanatory writing piece, including how to introduce a topic, how to organize the parts of an essay, how to use textual evidence to support an essay, and how to use transitions. (RH 9-10.1, RH 9-10.2, RH 9-10.4).</li> <li>▪ Students will view select segments from <i>The Fog of War</i> and discuss and write a short response on how the video addresses the theme of Power.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Groups should be mixed to reflect different ability students in order to produce groups that have a wide range of learning and ability levels</li> <li>▪ Texts should either be modified for varying reading levels or available in a digital audio format to augment the reading (or to be used in lieu of the reading)</li> <li>▪ Students that are writing challenged will be allowed to augment their written assignment with drawings, self-originated video, oral demonstration or other approved method of transmitting the knowledge they have obtained and synthesized through this unit.</li> <li>▪ Students will be encouraged to use graphic organizers and other visual aids to support their understanding of key concepts.</li> </ul>
<p><b>Week 4</b></p>	<p><b>Group &amp; Individual Performance Assessment – Final Stage</b></p> <ul style="list-style-type: none"> <li>▪ Students will be engaged in the writing process including</li> </ul>	<ul style="list-style-type: none"> <li>▪ Groups should be mixed to reflect different ability</li> </ul>

# Tenth Grade Quarter 2, Unit 3

## Power: Defining Power in America

	<p>brainstorming, gathering and analyzing evidence, drafting, revising, and editing. Teacher will hold individual meetings (when necessary) to help students address any unresolved issues and to offer support to complete either the group and/or individual components of this unit (WHST 9-10.5).</p> <ul style="list-style-type: none"><li>▪ Teacher reviews guidelines &amp; rubric for performance assessment. Groups will present a multimedia presentation on their power group (accompanied by their own individual essay). These final products will further explain the relationship between the social, economic, and political uses of power in their case study in the past and to those same concepts in modern America. (RH 9-10.7, RH 9-10.6, WHST 9-10.7, WHST 9-10.9, SL 9-10.4, SL 9-10.3).</li><li>▪ Students will perform an additional peer edit (for peer editing, see: <a href="http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html">http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</a>) on their essays and will submit their final draft at the end of the week.</li><li>▪ Students will finalize their group projects for the final performance assessment.</li><li>▪ Students will use select informational text(s), as well as images that they've selected, to practice composing each part of the informative/explanatory essay. (WHST 9-10.9)</li><li>▪ Students will gather evidence for the performance assessment that includes their Cornell Notes and other notes obtained during group activities. Students will also record evidence from short informational texts read in and outside of class. (RH 9-10.7, WHST 9-10.1).</li></ul>	<p>students in order to produce groups that have a wide range of learning and ability levels</p> <ul style="list-style-type: none"><li>▪ Texts should either be modified for varying reading levels or available in a digital audio format to augment the reading (or to be used in lieu of the reading)</li><li>▪ Students that are writing challenged will be allowed to augment their written assignment with drawings, self-originated video, oral demonstration or other approved method of transmitting the knowledge they have obtained and synthesized through this unit.</li><li>▪ Students will be encouraged to use graphic organizers and other visual aids to support their understanding of key concepts.</li><li>▪ Allow for ample formative assessment and revisions to ensure</li></ul>
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# Tenth Grade Quarter 2, Unit 3

## Power: Defining Power in America

		that all students have an opportunity to experience academic success.
<b>Week 5</b>	<b>Presentations, Assessments, Reflections &amp; Final Thoughts</b> <ul style="list-style-type: none"><li>▪ Teacher will distribute graded essays with opportunities for revision (if necessary).</li><li>▪ Students will present their findings via a multimedia presentation (or other approved method – i.e. video, theatric, etc.) in class.</li><li>▪ Students will engage in several forms of reflection (in-class Socratic Seminar &amp; out of class reflection/critique) and will submit their final thoughts on the unit to the teacher in the form of a student/unit self-assessment (for reflection activities, see: <a href="http://www.uvm.edu/~dewey/reflection_manual/activities.html">http://www.uvm.edu/~dewey/reflection_manual/activities.html</a>)</li></ul>	See all previously mentioned strategies in previous weeks.

# Tenth Grade Performance Assessment

## Q2, Unit 3 – Power: Defining Power in America

### Common Core State Standards:

**RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**WHST.9-10.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

#### **WHST.9-10.2a, b, c, d**

**a.** Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

**c.** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

**d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

**SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### Description of Tasks:

#### **Task 1: ( RH 9-10.3)**

As they read, students should gather key details and the central idea from the assigned texts that explicitly refer to the relationship between a series of historical events. Students should use discipline specific language and follow accepted practices for analyzing documents. Students should pay particular attention to issues that pertain to time and place, context, perspective, sequence and cause/effect and explain how they support the common theme by asking and answering questions. In addition, students should be able to provide a summary of each assigned text.

#### **Task 2: (SL 9-10.4)**

After task 1 is completed, the teacher will explain to the students that they are will be assigned to small groups and will engage in discussions about their specific subject areas. While attempting to address the central question, “How do Americans react to, acquire and use different forms of power, both negatively and positively,” students will engage in collaborative conversations addressing the assigned documents and take Cornell Notes on their findings. They will eventually use their discussions and notes to begin crafting a research paper, based on their assigned documents. Their papers should address an essential question they have identified through their reading, which requires the student to perform additional research. The final paper should include an argument that answers the essential question that they had identified through analysis of additional documents and texts which are related to the essential question. The paper should include a thesis statement, an introduction, a body of supporting evidence, and a conclusion. In addition, the paper should also include a minimum of four (4) primary source documents from the selection for their specific topic

# Tenth Grade Performance Assessment

## Q2, Unit 3 – Power: Defining Power in America

area. Students will use these documents to craft their argument that answers their essential question.

### **Task 3: (WHST 9-10.2)**

After the majority of their preliminary research (in small groups) has occurred, students will engage in the writing (and rewriting) process. In addition, students will peer edit their work before submitting a draft to the teacher. The teacher will continuously conference with students (in groups and/or individually) to make sure that adequate student progress is occurring. The final product – the thesis paper – can vary in length but should be between 4-6 pages, if students use at least four sources and follow traditional paper formats.

### **General Directions for Administering Assessment:**

This assessment involves several tasks over a period of three to four weeks. Below is a brief overview:

#### **Task 1:**

The teacher introduces the topic (Defining Power in America) and explains procedures for participating within their group activities and assigns groups based on varying learning styles and ability levels, paying extra attention to ensure well balanced groups. He/she will guide discussions on the role of power in American history and will introduce the central unit question, “How do Americans react to, acquire and use different forms of power, both negatively and positively,” He/she will also explain each of the topic groups (see above) and provides a structured yet brief “book talk” of each extended text and to ensure students are understanding texts.

#### **Task 2:**

The teacher will meet daily with different groups assigned to specific teacher-selected topics dealing with defining power in America:

- a. Struggle for the Eight Hour Workday & the Haymarket Riot
- b. Civil Rights in America
- c. American Power During the Vietnam War Era
- d. American Imperialism/Spanish American War
- e. The Red Scare & Government Repression During World War I

They will instruct students on specific reading and researching strategies and skills necessary to comprehend the texts for this unit and to complete their assigned work. Student groups will conduct discussions, routinely engage in writing, and report their findings discovered through their research groups.

#### **Task 3:**

Students will be engaged in the writing process including using collaborative conversations to help generate quality student created essential questions, gathering and analyzing evidence, drafting, revising, and editing. Teacher will hold individual meetings (when necessary) to help students address any unresolved issues and to offer support to complete either the group and/or individual components of this unit.



# Tenth Grade Performance Assessment

## Q2, Unit 3 – Power: Defining Power in America

Teacher reviews guidelines and rubric for performance assessment. Groups will present a multimedia presentation on their power group (accompanied by their own individual essay). These final products will further explain the relationship between the social, economic, and political uses of power in their case study in the past and to those same concepts in modern America. Students will perform a peer edit in class and, afterward, will finalize their projects.

### **TEACHER NOTES:**



# Tenth Grade Scoring Tool

## Q2, Unit 3 – Power: Defining Power in America

STANDARD	EMERGING <i>Student work is far below all the “Meeting” criteria.</i>	DEVELOPING <i>Student work is close to all of the “Meeting” criteria.</i>	MEETING <i>Student achieves all of the criteria listed below.</i>	EXCEEDING <i>Student goes beyond all of the “Meeting” criteria.</i>
<p><b>RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p><input type="checkbox"/> The student answers questions in response to the text through writing; including 0-1 key details from at least two (2) text sources – <i>important people and significant sequential events showing a relationship (cause/effect)</i></p>	<p><input type="checkbox"/> The student answers questions in response to the text through writing; including 2 key details from at least three (3) text sources – <i>important people and significant sequential events showing a relationship (cause/effect)</i></p>	<p><input type="checkbox"/> The student answers questions in response to the text through writing; including 3 key details from at least four (4) text sources – <i>important people and significant sequential events showing a relationship (cause/effect)</i></p>	<p><input type="checkbox"/> The student answers questions in response to the text through writing with an accurate understanding of several elaborated key details from five (5) or more text sources – <i>important people and significant sequential events showing a relationship (cause/effect)</i></p>
<p><b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><input type="checkbox"/> The student listens to side conversations and/or is easily distracted. They seldom take part in group discussion, or alternatively, are argumentative and unable to compromise.</p>	<p><input type="checkbox"/> The student listens passively and gives limited feedback. They usually take part in group discussion only as a response to directed questioning. They will offer ideas if asked, but not otherwise. They may need persuasion to compromise.</p>	<p><input type="checkbox"/> The student clearly expresses themselves in oral and written communication. Their body language is usually positive and they use clear language when attempting to inform, instruct, motivate or persuade. However, their confidence and clarity may vary.</p>	<p><input type="checkbox"/> The student articulately expresses themselves in oral and written exchange. They present positive and engaged body language. They effectively vary their language to inform, instruct, motivate or persuade.</p>

# Tenth Grade Scoring Tool

## Q2, Unit 3 – Power: Defining Power in America

STANDARD	EMERGING <i>Student work is far below all the “Meeting” criteria.</i>	DEVELOPING <i>Student work is close to all of the “Meeting” criteria.</i>	MEETING <i>Student achieves all of the criteria listed below.</i>	EXCEEDING <i>Student goes beyond all of the “Meeting” criteria.</i>
<p><b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>WHST.9-10.2a, b, c, d</b></p>	<p><input type="checkbox"/> The student uses (above) key details from zero to one (0-1) sources/documents to support their writing of a narrative to develop real or imagined experiences or events lacking two of the effective techniques, descriptive details, or clear event sequence – an established situation of history, and introduced a narrator and/or character, organized and event sequenced that unfolds naturally, the use of dialogue and description through actions, thoughts, and feelings to develop experiences or events or show the response of characters to situations, the use of temporal words and phrases to signal order, and provided a</p>	<p><input type="checkbox"/> The student uses (above) key details from at least two (2) sources/documents to support their writing of a narrative to develop real or imagined experiences or events lacking one of the effective techniques, descriptive details, or clear event sequence – an established situation of history, and introduced a narrator and/or character, organized and event sequenced that unfolds naturally, the use of dialogue and description through actions, thoughts, and feelings to develop experiences or events or show the response of characters to situations, the use of temporal words and phrases to</p>	<p><input type="checkbox"/> The student uses (above) key details from at least three (3) sources/documents to support their writing of a narrative to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequence – an established situation of history, and introduced a narrator and/or character, organized and event sequenced that unfolds naturally, the use of dialogue and description through actions, thoughts, and feelings to develop experiences or events or show the response of characters to situations, the use of temporal words and phrases to signal order, and provided a</p>	<p><input type="checkbox"/> The student uses (above) key details from at least four (4) sources/documents to support their writing of a narrative to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequence with an accurate understanding of several elaborate key details from the text – an established situation of history, and introduced a narrator and/or character, organized and event sequenced that unfolds naturally, the use of dialogue and description through actions, thoughts, and feelings to develop experiences or events or show the response of characters to situations, the use of temporal words and phrases to signal order, and provided a sense of closure (e.g. student may have crafted a piece which recounts the events from two characters perspectives from the text, including the techniques, descriptive details, and clear event sequences</p>

# Tenth Grade Scoring Tool

## Q2, Unit 3 – Power: Defining Power in America

	sense of closure.	signal order, and provided a sense of closure.	sense of closure.	using the key details from the text).
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# Appendix

## CPS Social Science Content Framework – Version 3.0

### Appendix

#### Social Science Mandates Document – Illinois State Board of Education

In addition to focusing on the content and skills identified in the Planning Guides of the *Social Science Content Framework 3.0*, CPS teachers are also charged with incorporating the content mandates identified by the Illinois State Board of Education (ISBE). The mandates, identified below, can be also be found at the ISBE site (with additional details):

[http://www.isbe.state.il.us/ils/social\\_science/mandates\\_2.htm#](http://www.isbe.state.il.us/ils/social_science/mandates_2.htm#).

The City of Chicago is comprised of a mosaic of ethnicities and cultures – all of which deserve their place in the curriculum provided to CPS students. It is important that the mandates and our city’s array of ethnicities and cultures are thoughtfully implemented. The Social Science Planning Guides provide general guidance on the broad topics and skills that are to be covered at each grade, and it is then the responsibility of teachers to incorporate these additional topics in the units. **These topics are not to be taught in isolation, but rather implemented across the curriculum.**

- *The Department of Literacy-Social Science Instruction is developing a resource that will support teachers with this alignment process (available July 2013). This resource will be available on the Knowledge Center and include entry points within the units identified in the Planning Guides, resources, and sample units at each grade level.*

#### **African American History: Paragraph 27-20.4**

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Black History. These events shall include not only the contributions made by individual African Americans in government and in the arts, humanities and sciences to the economic, cultural and political development of the United States and Africa, but also the socio-economic struggle which African Americans experienced collectively in striving to achieve fair and equal treatment under the laws of this nation. The studying of this material shall constitute an affirmation by students of their commitment to respect the dignity of all races and peoples and to forever eschew every form of discrimination in their lives and careers.

#### **Civics and Patriotism: (105 ILCS 5/27 3) (from Ch. 122, par. 27 3) Sec. 27 3. Patriotism and principles of representative government — Proper use of flag — Method of voting Pledge of Allegiance.**

American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of

# Appendix

## CPS Social Science Content Framework – Version 3.0

the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools and other educational institutions supported or maintained in whole or in part by public funds. No student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects. Instruction shall be given in all such schools and institutions in the method of voting at elections by means of the Australian Ballot system and the method of the counting of votes for candidates. The Pledge of Allegiance shall be recited each school day by pupils in elementary and secondary educational institutions supported or maintained in whole or in part by public funds. (Source: P.A. 92 612, eff. 7 3 02.)

**Consumer Education:** Sec. 27-12.1. Consumer education.

(a) Subject to the provisions of subsection (b) of this Section, pupils in the public schools in grades 9 through 12 shall be taught and be required to study courses which include instruction in the area of consumer education, including but not necessarily limited to installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system. The State Board of Education shall devise or approve the consumer education curriculum for grades 9 through 12 and specify the minimum amount of instruction to be devoted thereto.

**History Requirement: Sec. 27 21. History of United States.**

History of the United States shall be taught in all public schools and in all other educational institutions in this State supported or maintained, in whole or in part, by public funds.

"The teaching of history shall have as one of its objectives the imparting to pupils of a comprehensive idea of our democratic form of government and the principles for which our government stands as regards other nations, including the studying of the place of our government in worldwide movements and the leaders thereof, with particular stress upon the basic principles and ideals of our representative form of government.

"The teaching of history shall include a study of the role and contributions of African Americans and other ethnic groups including but not restricted to Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czech, Slovak, French, Scots, Hispanics, Asian Americans, etc., in the history of this country and this State.

"The teaching of history also shall include a study of the role of labor unions and their interaction with government in achieving the goals of a mixed free enterprise system.

No pupils shall be graduated from the eighth grade of any public school unless he has received such instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof.



**Holocaust and Genocide Study: From Ch. 122, par. 27-20.3**

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the Nazi atrocities of 1933 to 1945. This period in world history is known as the Holocaust, during which 6,000,000 Jews and millions of non-Jews were exterminated. One of the universal lessons of the Holocaust is that national, ethnic, racial, or religious hatred can overtake any nation or society, leading to calamitous consequences. To reinforce that lesson, such curriculum shall include an additional unit of instruction studying other acts of genocide across the globe. This unit shall include, but not be limited to, the Armenian Genocide, the Famine-Genocide in Ukraine, the Pontian Greek Genocide, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. The studying of this material is a reaffirmation of the commitment of free peoples from all nations to never again permit the occurrence of another Holocaust and a recognition that crimes of genocide continue to be perpetrated across the globe as they have been in the past and to deter indifference to crimes against humanity and human suffering wherever they may occur.

**Irish Famine Study: Sec. 27-20.6**

Every public elementary school and high school may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland. This period in world history is known as the "Irish Famine", in which millions of Irish died or emigrated. The study of this material is a reaffirmation of the commitment of free people of all nations to eradicate the causes of famine that exist in the modern world.

**Study of the Women of History: Sec. 27-20.5**

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the history of women in America. These events shall include not only the contributions made by individual women in government, the arts, sciences, education, and in the economic, cultural, and political development of Illinois and of the United States, but shall also include a study of women's struggles to gain the right to vote and to be treated equally as they strive to earn and occupy positions of merit in our society.

**Other: Arbor and Bird Day: Sec. 27 18; Leif Erickson Day: Sec. 27 19; American Indian Day: Sec. 27 20; Illinois Law Week: Sec. 27 20.1**

# Appendix

## CPS Social Science Content Framework – Version 3.0

### Electronic Resources

To support teachers with the implementation of the *Social Science Content Framework 3.0*, the Department of Literacy-Social Science has provided additional resources that may be accessed online. The features of the online version of the *Social Science Content Framework 3.0* include:

- Tool sets for each grade K-10 that include:
  - *Sample Unit Plan*
  - *Performance Assessment*
  - *Scoring Tool*
- Literacy of Economic Way of Thinking Guide (K-12)
- Literacy in Civic Connections Guide (K-12)
- A database of text, web-based, and community partner resources for each grade level and that corresponds to units outlined in the *Social Science Content Framework 3.0*
- A Cultural Integration Guide (K-10) that will provide a protocols on how to thoughtfully implement different perspectives, products, and practices representing the various cultures and ethnicities throughout the curriculum. This will also provide resources and sample units at each grade level. **\*This will be available in July 2013**

*Additional resources will be uploaded on this space, so teachers are encouraged to visit the site frequently.*

# Community Partner Resources

CPS Social Science Content Framework – Version 3.0 – Appendix

## Community Partner Resources

Community partners and resources provide a valuable function in ensuring that our students receive a well-rounded educational experience. This framework was developed in a way in which it requires classroom instruction to move beyond the textbook and incorporate a variety of resources. Included in these resources are the endless opportunities that our community organizations and institutions provide. This is a list of organizations that help to fulfill this vision.

Additional information about these and other community organizations can be found on the [CPS Knowledge Center](#) including more details on specific resources and content that each can provide and cover.

# Community Partner Resources

## CPS Social Science Content Framework – Version 3.0 – Appendix

Organization	Contact Information	Website	Grade Bands
<b>African American Cultural Center at UIC</b>	<ul style="list-style-type: none"> <li>Verna (Kay) McCrimon Museum Instructor (312) 413-8321 <a href="mailto:mccrimon@uic.edu">mccrimon@uic.edu</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.uic.edu/depts/aacc">http://www.uic.edu/depts/aacc</a></li> </ul>	6 – 8 9 – 12
<b>American Bar Association Division for Public Education</b>	<ul style="list-style-type: none"> <li>Howard Kaplan (312) 988-5735 <a href="mailto:publiceducation@americanbar.org">publiceducation@americanbar.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.americanbar.org/groups/public_education">www.americanbar.org/groups/public_education</a></li> </ul>	9-12
<b>American Indian Family Resource Center</b>	<ul style="list-style-type: none"> <li>Jolene Aleck (773) 534-2874 <a href="mailto:jfaleck@cps.edu">jfaleck@cps.edu</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.ChicagoTitleVII.org">www.ChicagoTitleVII.org</a></li> </ul>	K – 2 3 – 5 6 – 8 9 – 12
<b>American Migrations Project</b>	<ul style="list-style-type: none"> <li>Joshua Radinsky (312) 413-0326 <a href="mailto:Gistudy@uic.edu">Gistudy@uic.edu</a></li> <li>José Melendez <a href="mailto:jwmuic@gmail.com">jwmuic@gmail.com</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://americanmigrations.uic.edu/index.htm">http://americanmigrations.uic.edu/index.htm</a></li> </ul>	6 – 8 9 – 12
<b>American Red Cross</b>	<ul style="list-style-type: none"> <li>Sergut Dejene Youth and Young Adult Programs Specialist (312) 729-6241 <a href="mailto:sergut.dejene@redcross.org">sergut.dejene@redcross.org</a></li> </ul>	<ul style="list-style-type: none"> <li>Red Cross: <a href="http://www.redcross.org">www.redcross.org</a></li> <li>Exploring Humanitarian Law: <a href="http://www.ehl.redcross.org">www.ehl.redcross.org</a></li> </ul>	7 – 8 9 – 12
<b>The Art Institute of Chicago</b>	<ul style="list-style-type: none"> <li>Sarah Alvarez Director of Teacher Programs (312) 857-7666 <a href="mailto:salvarez@artic.edu">salvarez@artic.edu</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.artic.edu/k-12-teachers-and-students">http://www.artic.edu/k-12-teachers-and-students</a></li> </ul>	K – 2 3 – 5 6 – 8 9 – 12

# Community Partner Resources

## CPS Social Science Content Framework – Version 3.0 – Appendix

<b>ART WORKS Projects</b>	<ul style="list-style-type: none"> <li>Tess Landon (312) 806-0061 <a href="mailto:tlandon@artworksprojects.org">tlandon@artworksprojects.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.artworksprojects.org">www.artworksprojects.org</a></li> <li><a href="http://www.womenbetweenpeaceandwar.org">www.womenbetweenpeaceandwar.org</a></li> </ul>	3 – 5 6 – 8 9 – 12
<b>Barat Education Foundation TPS- Barat Library of Congress Teaching with Primary Sources</b>	<ul style="list-style-type: none"> <li>Julie Schaul (847) 574-2465 <a href="mailto:julie@primarysourcenes.org">julie@primarysourcenes.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://primarysourcenes.org/cps-k-10-ss-resources/">http://primarysourcenes.org/cps-k-10-ss-resources/</a></li> </ul>	K – 2 3 – 5 6 – 8 9 – 12
<b>Center for Southeast Asian Studies at the University of Hawai'i at Mānoa</b> (Honolulu, HI)	<ul style="list-style-type: none"> <li>Stephen O'Harrow Director (808) 956-2676 <a href="mailto:soh@hawaii.edu">soh@hawaii.edu</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.cseashawaii.com/wordpress">www.cseashawaii.com/wordpress</a></li> </ul>	6-8 9-12
<b>Changing Worlds</b>	<ul style="list-style-type: none"> <li>Mark Rodriguez (312) 421-8040 <a href="mailto:mrodriguez@changingworlds.org">mrodriguez@changingworlds.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.changingworlds.org">www.changingworlds.org</a></li> </ul>	3 – 5 6 – 8
<b>Chicago Children's Museum</b>	<ul style="list-style-type: none"> <li>Partnership Services (312) 464-8249</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.CCMFieldTrips.org">www.CCMFieldTrips.org</a></li> </ul>	K – 2
<b>Chicago Cultural Alliance</b>	<ul style="list-style-type: none"> <li>Troy Peters Director of Programs (312) 846-6814 <a href="mailto:tpeters@chicagoculturalalliance.org">tpeters@chicagoculturalalliance.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.chicagoculturalalliance.org">www.chicagoculturalalliance.org</a></li> </ul>	K – 2 3 – 5 6 – 8
<b>Chicago Debate Commission</b>	<ul style="list-style-type: none"> <li>Les Lynn (312) 848-2271 <a href="mailto:leslynn@chicagodebateleague.org">leslynn@chicagodebateleague.org</a></li> <li>Gerald Graff <a href="mailto:ggraff@uic.edu">ggraff@uic.edu</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.chicagodebateleague.org">www.chicagodebateleague.org</a></li> </ul>	6-8 9-12

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<b>Chicago History Museum</b>	<ul style="list-style-type: none"> <li>For field trips: Irene Sadler -- <a href="mailto:sadler@chicagohistory.org">sadler@chicagohistory.org</a></li> <li>For teacher professional development: Heidi Moisan -- <a href="mailto:moisan@chicagohistory.org">moisan@chicagohistory.org</a></li> <li>Megan Clark -- <a href="mailto:clark@chicagohistory.org">clark@chicagohistory.org</a></li> <li>Individuals can be reached by calling the main number (312) 642-4600.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.chicagohistory.org/education">http://www.chicagohistory.org/education</a></li> </ul>	K – 2 3 – 5 6 – 8 9 – 12
<b>Chicago Metro History Education Center</b>	<ul style="list-style-type: none"> <li>Lisa Oppenheim (312) 255-3661 <a href="mailto:loppenheim@chicagohistoryfair.org">loppenheim@chicagohistoryfair.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.chicagohistoryfair.org">www.chicagohistoryfair.org</a></li> </ul>	6 – 8 9 – 12
<b>Chicago Votes</b>	<ul style="list-style-type: none"> <li>Rebecca Reynolds (773) 270-3214 <a href="mailto:info@chicagovotes.com">info@chicagovotes.com</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://chicagovotes.com/">http://chicagovotes.com/</a></li> </ul>	9-12
<b>Citizen Advocacy Center</b>	<ul style="list-style-type: none"> <li>Terry Pastika (630) 833-4080 <a href="mailto:cac@citizenadvocacycenter.org">cac@citizenadvocacycenter.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.citizenadvocacycenter.org">www.citizenadvocacycenter.org</a></li> </ul>	9-12
<b>Colonial Williamsburg Foundation</b> (Williamsburg, VA)	<ul style="list-style-type: none"> <li>Kelly Govain (757) 565-8821 <a href="mailto:kgovain@cwf.org">kgovain@cwf.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.history.org/teach">www.history.org/teach</a></li> </ul>	3 – 5 6 – 8 9 – 12
<b>Constitutional Rights Foundation Chicago</b>	<ul style="list-style-type: none"> <li>Jessica Chethik Elementary/Middle School Programs <a href="mailto:chethik@crfc.org">chethik@crfc.org</a></li> <li>Dee Runaas High School Programs <a href="mailto:runaas@crfc.org">runaas@crfc.org</a></li> <li>Nisan Chavkin Professional Development <a href="mailto:chavkin@crfc.org">chavkin@crfc.org</a></li> <li>Individuals can be reached by calling the main number: (312) 663-9057</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.crfc.org">www.crfc.org</a></li> </ul>	K – 2 3 – 5 6 – 8 9 – 12

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<p><b>Council for Economic Education</b></p> <p><b>Center for Economic Education at the University of Illinois at Chicago</b></p>	<ul style="list-style-type: none"> <li>Helen Roberts (312) 355-0378 <a href="mailto:hroberts@uic.edu">hroberts@uic.edu</a></li> <li>Joy Joyce (312) 413-3599 <a href="mailto:jljoyce@uic.edu">jljoyce@uic.edu</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://cee.econ.uic.edu">http://cee.econ.uic.edu</a></li> <li><a href="http://www.econedlink.org/">http://www.econedlink.org/</a></li> <li><a href="http://econed-il.org/icee/">http://econed-il.org/icee/</a></li> <li><a href="http://www.councilforeconed.org">http://www.councilforeconed.org</a></li> </ul>	<p>K – 2</p> <p>3 – 5</p> <p>6 – 8</p> <p>9 – 12</p>
<p><b>Credit Abuse Resistance Education (CARE)</b></p>	<ul style="list-style-type: none"> <li>Ira Bodenstein (312) 541-0151 <a href="mailto:ibodenstein@shawfishman.com">ibodenstein@shawfishman.com</a></li> <li>Joseph Shorer (312) 862-2345 <a href="mailto:joseph.schorer@kirkland.com">joseph.schorer@kirkland.com</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.carechicago.org">www.carechicago.org</a></li> <li><a href="http://www.care4yourfuture.org">www.care4yourfuture.org</a></li> </ul>	<p>9 – 12</p>
<p><b>DuSable Museum of African American History</b></p>	<ul style="list-style-type: none"> <li>Nevada Montgomery (773) 947-0600 ext 254 <a href="mailto:nmontgomery@dusablemuseum.org">nmontgomery@dusablemuseum.org</a></li> <li>Antoinette Simmons (773) 947-0600 ext 225 <a href="mailto:asimmons@dusablemuseum.org">asimmons@dusablemuseum.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.dusablemuseum.org">www.dusablemuseum.org</a></li> <li><a href="http://www.virtualdusable.com">www.virtualdusable.com</a></li> </ul>	<p>K – 2</p> <p>3 – 5</p> <p>6 – 8</p> <p>9 – 12</p>
<p><b>Econ Illinois</b></p>	<ul style="list-style-type: none"> <li>Nancy Harrison (815) 753-0356 <a href="mailto:nhh1@niu.edu">nhh1@niu.edu</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.econed-il.org">www.econed-il.org</a></li> </ul>	<p>K – 2</p> <p>3 – 5</p> <p>6 – 8</p> <p>9 – 12</p>
<p><b>Economic Awareness Council</b></p>	<ul style="list-style-type: none"> <li>Tracy Frizzell (630) 740-6831 <a href="mailto:tfrizzell@econcouncil.org">tfrizzell@econcouncil.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.econcouncil.org">www.econcouncil.org</a></li> </ul>	<p>K – 2</p> <p>3 – 5</p> <p>6 – 8</p> <p>9 – 12</p>

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<b>EverFi</b>	<ul style="list-style-type: none"> <li>Sean Fitzgerald (202) 625-0011 ext. 347 <a href="mailto:sean@everfi.com">sean@everfi.com</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.everfi.com">www.everfi.com</a></li> </ul>	3 – 5 9 – 12
<b>Facing History and Ourselves</b>	<ul style="list-style-type: none"> <li>Allison Springer (312) 345-3244 <a href="mailto:Allison_Springer@facing.org">Allison_Springer@facing.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.facinghistory.org">www.facinghistory.org</a></li> <li><a href="http://www2.facinghistory.org/campus/events.nsf/professionaldvelopment?readform">http://www2.facinghistory.org/campus/events.nsf/professionaldvelopment?readform</a></li> </ul>	6 – 8 9 – 12
<b>Federal Reserve Bank of Chicago</b>	<ul style="list-style-type: none"> <li>Cindy Ivanac (312) 322-6137 <a href="mailto:cindy.m.ivanac-lillig@chi.frb.org">cindy.m.ivanac-lillig@chi.frb.org</a></li> <li>Roberto Requejo (312) 322-2125 <a href="mailto:Roberto.requejo@chi.frb.org">Roberto.requejo@chi.frb.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.federalreserveeducation.org">www.federalreserveeducation.org</a></li> </ul>	9 – 12
<b>The Field Museum</b>	<ul style="list-style-type: none"> <li>Anne Marie Fayen (312) 665-7507 <a href="mailto:afayen@fieldmuseum.org">afayen@fieldmuseum.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://fieldmuseum.org/schools">http://fieldmuseum.org/schools</a></li> </ul>	3 – 5 6 – 8
<b>Film Ideas</b>	<ul style="list-style-type: none"> <li>Gary Nash (847) 419-0255 <a href="mailto:garyn@filmideas.com">garyn@filmideas.com</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.fichannels.com">www.fichannels.com</a></li> </ul>	6 – 8 9 – 12
<b>Frank Lloyd Wright Preservation Trust</b> (Oak Park, IL)	<ul style="list-style-type: none"> <li>Shannon Greve Youth and Family Programs Manager (708) 725-3828 <a href="mailto:sgreve@gowright.org">sgreve@gowright.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.GoWright.org">www.GoWright.org</a></li> </ul>	K – 2 3 – 5 6 – 8
<b>Girl Scouts of Greater Chicago and Northwest Indiana Journey World</b>	<ul style="list-style-type: none"> <li>Lisa Nguyen (312) 912-6371 <a href="mailto:lnguyen@girlscoutsgcnwi.org">lnguyen@girlscoutsgcnwi.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.journeyworld.org">www.journeyworld.org</a></li> </ul>	K – 2 3 – 5 6 – 8 9 – 12
<b>Global Oneness Project</b> (San Rafael, CA)	<ul style="list-style-type: none"> <li>Cleary Vaughan-Lee Education Coordinator (415) 457-9447 ext 301 <a href="mailto:cleary@globalonenessproject.org">cleary@globalonenessproject.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.globalonenessproject.org">www.globalonenessproject.org</a></li> </ul>	6 – 8 9 – 12



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<b>Illinois Credit Union League</b>	<ul style="list-style-type: none"> <li>Melanie Murphy (630) 983-3414 <a href="mailto:Melanie.murphy@ilcusys.org">Melanie.murphy@ilcusys.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.iculeague.org">http://www.iculeague.org</a></li> </ul>	6 – 8 9 – 12
<b>Illinois Holocaust Museum &amp; Education Center</b>  (Skokie, IL)	<ul style="list-style-type: none"> <li>Kelley H. Szany Director of Educational Outreach &amp; Genocide Initiatives  (847) 967-4844 <a href="mailto:Kelley.Szany@ilhmec.org">Kelley.Szany@ilhmec.org</a></li> <li>Matthew Sackel Education Coordinator  (847) 967-4840 <a href="mailto:Matthew.Sackel@ilhmec.org">Matthew.Sackel@ilhmec.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.ilholocaustmuseum.org">www.ilholocaustmuseum.org</a></li> </ul>	K – 2 3 – 5 6 – 8 9 – 12
<b>Illinois League of Women Voters</b>	<ul style="list-style-type: none"> <li>Mary Schaafasma (312) 939-5935 ext 33 <a href="mailto:marys@lwvil.org">marys@lwvil.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.lwvil.org">www.lwvil.org</a></li> </ul>	9-12
<b>Intuit: Center for Intuitive and Outsider Art</b>	<ul style="list-style-type: none"> <li>Joel Javier Education Coordinator  (312) 243-9088</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.art.org/">http://www.art.org/</a></li> </ul>	3 – 5 6 – 8 9 – 12
<b>Jan Karski Educational Foundation</b>  (Raleigh, NC)	<ul style="list-style-type: none"> <li>Wanda Urbanska (919) 706-5972 <a href="mailto:wandaurbanska@gmail.com">wandaurbanska@gmail.com</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.jankarski.net">www.jankarski.net</a></li> </ul>	9 – 12
<b>Jane Addams Hull-House Museum</b>	<ul style="list-style-type: none"> <li>Irina Zadov Education Coordinator  (312) 413-2861 <a href="mailto:izadov@uic.edu">izadov@uic.edu</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://tours.hullhouse.uic.edu/">http://tours.hullhouse.uic.edu/</a></li> </ul>	3 – 5 6 – 8 9 – 12

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<b>Junior Achievement</b>	<ul style="list-style-type: none"> <li>• Maria Ramos <a href="mailto:mramos@jachicago.org">mramos@jachicago.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.ja.org">www.ja.org</a></li> </ul>	K – 2 3 – 5 6 – 8 9 – 12
<b>Mikva Challenge</b>	<ul style="list-style-type: none"> <li>• Jill Bass (312) 863-6357 <a href="mailto:jill@mikvachallenge.org">jill@mikvachallenge.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.actioncivics.org">www.actioncivics.org</a></li> </ul>	6 – 8 9 – 12
<b>Moneythink</b>	<ul style="list-style-type: none"> <li>• Joe Duran (513) 315-6256 <a href="mailto:jduran@moneythink.org">jduran@moneythink.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.moneythink.org">www.moneythink.org</a></li> </ul>	9 – 12
<b>Museum of Contemporary Photography Columbia College Chicago</b>	<ul style="list-style-type: none"> <li>• Corinne Rose Manager of Education  (312) 663-5554 <a href="mailto:crose@colum.edu">crose@colum.edu</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.mocp.org">www.mocp.org</a></li> </ul>	3 – 5 6 – 8 9 – 12
<b>National Endowment for Financial Education (NEFE)</b>	<ul style="list-style-type: none"> <li>• Susan Sharkey (303) 224-3516 <a href="mailto:ssharkey@nefe.org">ssharkey@nefe.org</a></li> <li>• Melanie Murphy (630) 983-3414 <a href="mailto:Melanie.murphy@ilcusys.org">Melanie.murphy@ilcusys.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.nefe.org">www.nefe.org</a></li> <li>• <a href="http://www.hsfpp.org">www.hsfpp.org</a></li> </ul>	9 – 12
<b>National Hellenic Museum</b>	<ul style="list-style-type: none"> <li>• Chelsea Trembly Museum Educator  (312) 655-1234 ext 29 <a href="mailto:ctrembly@hellenicmuseum.org">ctrembly@hellenicmuseum.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.nationalhellenicmuseum.org/">http://www.nationalhellenicmuseum.org/</a></li> </ul>	K – 2 3 – 5 6 – 8 9 – 12
<b>Network for Teaching Entrepreneurship (NFTE)</b>	<ul style="list-style-type: none"> <li>• Michael Davis (773) 938-8700 <a href="mailto:michael.davis@nfte.com">michael.davis@nfte.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.nfte.com/what/programs/chicago">www.nfte.com/what/programs/chicago</a></li> </ul>	6 – 8 9 – 12

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<b>The Newberry Library</b>	<ul style="list-style-type: none"> <li>Rachel Rooney (312) 255-3569 <a href="mailto:rooneyr@newberry.org">rooneyr@newberry.org</a></li> </ul>	<ul style="list-style-type: none"> <li>Home Page- <a href="http://www.newberry.org/professional-development-programs-teachers">http://www.newberry.org/professional-development-programs-teachers</a></li> <li>Digital Collections for the Classroom- <a href="http://dcc.newberry.org/">http://dcc.newberry.org/</a></li> </ul>	9 – 12
<b>New Global Citizens</b>  (Tempe, AZ)	<ul style="list-style-type: none"> <li>Jennifer Vollmann (480) 921-2602 <a href="mailto:jennifer@newglobalcitizens.org">jennifer@newglobalcitizens.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.newglobalcitizens.org">www.newglobalcitizens.org</a></li> </ul>	9-12
<b>The News Literacy Project</b>	<ul style="list-style-type: none"> <li>Peter Adams (773) 706-7199 <a href="mailto:peteradams@thenewsliteracyproject.org">peteradams@thenewsliteracyproject.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.thenewsliteracyproject.org/">http://www.thenewsliteracyproject.org/</a></li> </ul>	6 – 8  9 – 12
<b>Oriental Institute at the University of Chicago</b>	<ul style="list-style-type: none"> <li>Carol Ng-He K-12 &amp; Continuing Education Program Developer  (773) 702-9507 <a href="mailto:cnghe@uchicago.edu">cnghe@uchicago.edu</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://oi.uchicago.edu/museum/education/">https://oi.uchicago.edu/museum/education/</a></li> </ul>	K – 2  3 – 5  6 – 8  9 – 12
<b>The Polish Museum of America</b>	<ul style="list-style-type: none"> <li>Jan M. Lorys Director  (773) 384-3352 ext 102 <a href="mailto:jan-lorys@PolishMuseumofAmerica.org">jan-lorys@PolishMuseumofAmerica.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.polishmuseumofamerica.org/">http://www.polishmuseumofamerica.org/</a></li> </ul>	K – 2  3 – 5  6 – 8  9 – 12
<b>Pritzker Military Library</b>	<ul style="list-style-type: none"> <li>Nancy Houghton Director of External Affairs  (312) 374-9333 <a href="mailto:nhoughton@pritzkermilitarylibrary.org">nhoughton@pritzkermilitarylibrary.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.pritzkermilitarylibrary.org">http://www.pritzkermilitarylibrary.org</a></li> </ul>	6 – 8  9 – 12
<b>Pulitzer Center on Crisis Reporting</b>  (Washington, DC)	<ul style="list-style-type: none"> <li>Mark Schulte (202) 797-5268 <a href="mailto:mschulte@pulitzercenter.org">mschulte@pulitzercenter.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://pulitzercenter.org/education">http://pulitzercenter.org/education</a></li> </ul>	6 – 8  9 – 12
<b>Robert F. Kennedy Center</b>  (Washington, DC)	<ul style="list-style-type: none"> <li>Karen Robinson (917) 312-3519 <a href="mailto:robinson@rfkcenter.org">robinson@rfkcenter.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://curriculum.rfkcenter.org">http://curriculum.rfkcenter.org</a></li> </ul>	K – 2  6 – 8  9 – 12

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<b>Robert R. McCormick Foundation, Civics Program</b>	<ul style="list-style-type: none"> <li>Neelam Jumma Noorani School Programs Educator, Civics Program  (312) 445-5181  <a href="mailto:njnoorani@mccormickfoundation.org">njnoorani@mccormickfoundation.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.FreedomExpress.org">www.FreedomExpress.org</a></li> </ul>	<p>6 – 8 9 – 12</p>
<b>Smart Museum of Art</b>	<ul style="list-style-type: none"> <li>Lisa Davis Manager of Tour and Teacher Initiatives  (773) 834-1066  <a href="mailto:lisdavis@uchicago.edu">lisdavis@uchicago.edu</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://smartmuseum.uchicago.edu/learn/k-12/teacher-resources/">http://smartmuseum.uchicago.edu/learn/k-12/teacher-resources/</a></li> </ul>	<p>K-2 3-5 6-8 9-12</p>
<b>Swedish American Museum</b>	<ul style="list-style-type: none"> <li>Jessie Aucoin (773) 728-8111  <a href="mailto:JAucoin@samac.org">JAucoin@samac.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.SwedishAmericanMuseum.org">www.SwedishAmericanMuseum.org</a></li> </ul>	<p>K – 2 3 – 5 6 – 8 9 – 12</p>
<b>Terra Foundation for American Art</b>	<ul style="list-style-type: none"> <li>Jenny Siegenthaler (312) 654-2253  <a href="mailto:siegenthaler@terraamericanart.org">siegenthaler@terraamericanart.org</a></li> </ul>	<ul style="list-style-type: none"> <li>Home page: <a href="http://www.terraamericanart.org/">http://www.terraamericanart.org/</a></li> <li>Civil War in Art: Teaching and Learning through Chicago Collections: <a href="http://civilwarinart.org/">http://civilwarinart.org/</a></li> <li>Terra art collection: <a href="http://72.9.254.50/">http://72.9.254.50/</a></li> <li>Terra Teacher Lab: <a href="http://www.terraamericanart.org/k-12-education/teacher-lab/">http://www.terraamericanart.org/k-12-education/teacher-lab/</a></li> </ul>	<p>3 – 5 6 – 8 9 – 12</p>
<b>United States Holocaust Memorial Museum</b> (Washington, DC)	<ul style="list-style-type: none"> <li>Pete Fredlake (202) 314-0352  <a href="mailto:pfredlake@ushmm.org">pfredlake@ushmm.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.ushmm.org/education/foreducators/">http://www.ushmm.org/education/foreducators/</a></li> </ul>	<p>6 – 8 9 – 12</p>
<b>YMCA Youth and Government</b>	<ul style="list-style-type: none"> <li>Deb Allen (630) 833-9622  <a href="mailto:ilyg@illinoisymca.org">ilyg@illinoisymca.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.ymcayg.org/ymcayg.html">www.ymcayg.org/ymcayg.html</a></li> </ul>	<p>9-12</p>

# Recommended Book Lists

CPS Social Science Content Framework – Version 3.0 – Appendix

## Recommended Book Lists

The Department of Literacy-Social Science Instruction has developed this list of text resources to accompany the *Social Science Content Framework 3.0*. **This is NOT an exhaustive list, but rather suggestions that will support in the identification of resources. Each school/teacher should use their professional judgment to make final decisions on text selections and may use these as the types of texts to identify.**

\*Please access the [Knowledge Center](#) for additional titles, as well as information including a description of the text, the ISBN, publisher, and publication date.

# Kindergarten Recommended Book List

## CPS Social Science Content Framework – Version 3.0 – Appendix

1.	<i>Chrysanthemum</i>	Henkes, Kevin
2.	<i>Just What Mama Needs</i>	Glenn, Sharlee
3.	<i>Responsibility</i>	Raatma, Lucia
4.	<i>Taking Care of Mango: Responsibility</i>	Leaney, Cindy
5.	<i>Freckleface Strawberry</i>	Moore, Julianne
6.	<i>Melissa Parkington's Beautiful, Beautiful Hair</i>	Brisson, Pat
7.	<i>Pezzetini</i>	Lionni, Leo
8.	<i>Silly Suzy Goose</i>	Horacek, Peter
9.	<i>Monsoon Afternoon</i>	Sheth, Kashmira
10.	<i>It's Mine!</i>	Lionni, Leo
11.	<i>Story Blanket</i>	Wolff, Ferida and Savitz, Harriet May
12.	<i>I Love My Hair</i>	Tarpley, Natasha A.
13.	<i>Ling &amp; Ting: Not Exactly the Same</i>	Lin, Grace
14.	<i>Looking Like Me</i>	Myers, Walter Dean
15.	<i>The Cupcake Thief</i>	Jackson, Ellen
16.	<i>David Goes to School</i>	Shannon, David
17.	<i>Don't Forget: A Responsibility Story</i>	Suen, Anastasia
18.	<i>Kindness Is Cooler, Mrs. Ruler</i>	Cuyler, Margery
19.	<i>Following Rules</i>	Nelson, Robin
20.	<i>We Follow the Rules</i>	Gordon, Sharon
21.	<i>Is Your Buffalo Ready for Kindergarten?</i>	Vernick, Audrey
22.	<i>Kindergarten Rocks!</i>	Davis, Katie
23.	<i>Grandfather Counts</i>	Cheng, Andrea
24.	<i>People Around the World</i>	Doudna, Kelly
25.	<i>School Days Around the World</i>	Chambers, Catherine
26.	<i>People Are So Different</i>	Clark, Ann

# 1<sup>st</sup> Grade Recommended Book List

## CPS Social Science Content Framework – Version 3.0 – Appendix

1.	<i>Families Share</i>	Williams, Rozanne L.
2.	<i>Brothers and Sisters: Family Poems</i>	Greenfield, Eloise
3.	<i>My Family Is Forever</i>	Carlson, Nancy L.
4.	<i>Great Big Book of Families</i>	Hoffman, Mary
5.	<i>My Family Community</i>	Kalman, Bobbie
6.	<i>Who's in my Family? All about Our Families</i>	Harris, Robbie
7.	<i>This Is the Way We Help at Home</i>	Miller, Amanda
8.	<i>So Many Me's</i>	Neasi, Barbara J.
9.	<i>Abuela's Weave</i>	Castaneda, Omars
10.	<i>Some Kind of Love: A Family Reunion in Poems</i>	Dant, Traci
11.	<i>Sharing a Meal</i>	Auld, Mary
12.	<i>Behind the Mask</i>	Choi, Yangsook
13.	<i>My Dadima Wears a Sari</i>	Sheth, Kashmira
14.	<i>The Keeping Quilt</i>	Pollaco, Patricia
15.	<i>Night of the Moon</i>	Knan, Hena
16.	<i>How My Family Lives in America</i>	Kuklin, Susan
17.	<i>Annie and the Old One</i>	Miles Misaka
18.	<i>Coming to America: A Muslim family's story</i>	Wolf, Bernard
19.	<i>Rooly and Flora's Reunion</i>	Martinez, Raul
20.	<i>Momma, Where Are You From?</i>	Bradby, Marie
21.	<i>Family Tree</i>	McPhail, David
22.	<i>Then and Now</i>	Amery, Heather
23.	<i>Now One Foot, Now the Other</i>	DePaola, Tomie

## 2<sup>nd</sup> Grade Recommended Book List

### CPS Social Science Content Framework – Version 3.0 – Appendix

1.	<i>My Neighborhood: Places and Faces</i>	Bullard, Lisa
2.	<i>Uptown</i>	Collier, Bryan
3.	<i>Welcome To My Neighborhood!: A Barrio ABC</i>	Hudes, Quiera A.
4.	<i>Mapping Communities</i>	Waldron, Melanie
5.	<i>A Place Where Hurricanes Happen</i>	Watson, Renee
6.	<i>Freedom Summer</i>	Wiles, Deborah
7.	<i>In My Town</i>	Schuh, Mari C.
8.	<i>Quinto's Neighborhood = Vecindario De Quinto</i>	Cumpiano, Ina
9.	<i>My Chinatown: One Year in Poems</i>	Kam, Mak
10.	<i>On the Town: A Community Adventure</i>	Caseley, Judith
11.	<i>The Firehouse Light</i>	Nolan, Janet
12.	<i>Community Leaders: Then and Now</i>	Hill, Christina
13.	<i>The Milkman</i>	Cordsen, Carol F.
14.	<i>Community Helpers from A to Z</i>	Kalman, Bobbie and Walker, Niki
15.	<i>Me on the Map</i>	Sweeny, Joan
16.	<i>Becka Goes to Chicago</i>	Wendell, G.S. and Schomer, A.A.
17.	<i>Class Trip</i>	Tracy, Kathleen
18.	<i>Mapping Communities</i>	Waldron, Melanie
19.	<i>Kids in Their Communities</i>	Kehoe, Stasia Ward
20.	<i>Only One Neighborhood</i>	Harshman, Marc, Garrison, & Barbara
21.	<i>Living on a Mountain</i>	Winne, Joanne
22.	<i>How Many Days to America? A Thanksgiving Story</i>	Bunting, Eve
23.	<i>Looking Like Me</i>	Meyers, Walter Dean
24.	<i>Stitchin' and Pullin': A Gee's Bend Quilt</i>	McKissack, Patricia



# 3<sup>rd</sup> Grade Recommended Book List

## CPS Social Science Content Framework – Version 3.0 – Appendix

1.	<i>Chicago</i>	Furstinger, Nancy
2.	<i>The Story of Jean Baptiste Du Sable</i>	Miller, Robert and Leonard, Richard
3.	<i>Chicago History for Kids</i>	Hurd, Owen
4.	<i>Just Add Water: Making the City of Chicago</i>	Kreczmer, Renee
5.	<i>W is for Windy City: A Chicago City Alphabet</i>	Layne, Steven & Debbie
6.	<i>Chicago</i>	Brent, Lynnette R.
7.	<i>Larry Gets Lost in Chicago</i>	Mullin, Michael
8.	<i>The Great Chicago Fire</i>	Olsen, Kay M.
9.	<i>Book of Cities</i>	Ventura, Piero
10.	<i>This is Paris</i>	Sasek, Miroslav
11.	<i>The Great Chicago Fire</i>	Nobleman, Marc Tyler
12.	<i>Chicago</i>	Nobleman, Marc, Tyler
13.	<i>Great Cities of the World</i>	Ferrett, Russ
14.	<i>Great Cities of the World ( Series)</i>	Varies

# 4<sup>th</sup> Grade Recommended Book List

## CPS Social Science Content Framework – Version 3.0 – Appendix

1.	<i>My America: A Poetry Atlas of the United States</i>	My America: A Poetry Atlas of the United States
2.	<i>Illinois: Hello U.S.A.</i>	Anderson, Kathy P.
3.	<i>Illinois (From Sea to Shining Sea, series)</i>	Somervill, Barbara A.
4.	<i>Illinois: Past and Present</i>	Mattern, Joanne
5.	<i>Hattie's Story</i>	Kirby, Susan
6.	<i>Daniel's Story</i>	Kirby, Susan
7.	<i>Illinois Government for Kids: The Cornerstone of Everyday Life in Our State</i>	Marsh, Carole
8.	<i>Abraham Lincoln for Kids</i>	Herbert, Janis
9.	<i>All Around Illinois: Regions and Resources</i>	Santella, Andrew
10.	<i>Changing Nation</i>	Burgan, Michael
11.	<i>Westward Expansion</i>	Lassieur, Allison
12.	<i>Midwest</i>	Rau, Dana Meachem
13.	<i>Immigrants and Westward Expansion</i>	Sioux, Tracee
14.	<i>Regions of the U.S.: The West</i>	Isaacs, Sally Senzell
15.	<i>Pioneer Life from A to Z</i>	Kalman, Bobbie
16.	<i>My America: A Poetry Atlas of the United States</i>	Hopkins, Lee Bennett
17.	<i>Project Mulberry</i>	Park, Linda Sue
18.	<i>America Is Her Name</i>	Rodriguez, Luis & Vasquez, Carlos
19.	<i>Hello My Name Is Scrambled Eggs</i>	Gibson, Jamie
20.	<i>Missing From Haymarket Square</i>	Robinet, Harriett Gillem
21.	<i>Illinois (America the Beautiful, series)</i>	Burgen, Michael
22.	<i>National Geographic Kids Beginner's World Atlas</i>	National Geographic

# 5<sup>th</sup> Grade Recommended Book List

## CPS Social Science Content Framework – Version 3.0 – Appendix

1.	<i>Exploring the Americas</i>	Schaefer, Ted
2.	<i>Journey in Time: A New Atlas of American History</i>	Leacock, Elspeth and Buckley, Susan
3.	<i>The World of Exploration</i>	Wilkinson, Philip
4.	<i>Deadly Curse of Toco-Rey</i>	Peretti, Frank E.
5.	<i>Central America: Facts and Figures</i>	Shields, Charles J.
6.	<i>South America: Facts and Figures</i>	Hernandez, Roger E.
7.	<i>Tales of the Plumed Serpent: Aztec, Inca and Mayan Myths</i>	Ferguson, Diana
8.	<i>Pilgrims of Plimoth</i>	Sewall, Marcia
9.	<i>Roanoke: The Lost colony An Unresolved Mystery From History</i>	Yolen, Jane and Stemple, Heidi
10.	<i>Mayflower: A Primary Source History of the Pilgrims' Journey to the New World</i>	Poolos, J.
11.	<i>Game of Silence</i>	Erdrich, Louise
12.	<i>Native Americans in Early America</i>	Harasymiw, Mark and Terese
13.	<i>Early American Indian Tribes</i>	Patterson, Mason
14.	<i>Native American Migration</i>	Sioux, Tracee
15.	<i>Who Was First Discovering America</i>	Freedman, Russell
16.	<i>Bound for America: The Story of the European Immigrants</i>	Meltzer, Milton
17.	<i>Explorers of North America</i>	January, Beardon
18.	<i>Conquistadores: Building A Spanish Empire</i>	Stein, R. Conrad
19.	<i>North America</i>	Koponen, Libby
20.	<i>Colonial America</i>	Sherman, Patrice

# 6<sup>th</sup> Grade Recommended Book List

## CPS Social Science Content Framework – Version 3.0 – Appendix

27.	<i>Charting The World: Geography And Maps From Cave Paintings To GPS With 21 Activities</i>	Panchyk, Richard
28.	<i>World Made New: Why The Age Of Exploration Happened And How It Changed The World</i>	Aronson, Marc
29.	<i>Voyages Of Discovery</i>	Morris, Neil
30.	<i>Migration From Africa</i>	Cunningham, Kevin
31.	<i>Mansa Musa: Lion of Mali</i>	Burns, Khephra
32.	<i>Ancient Greece: Archaeology Unlocks The Secrets Of Greece's Past</i>	McGee, Marni
33.	<i>Ancient Greeks</i>	Lassieur, Allison
34.	<i>Amazing Greek Myths of Wonder and Blunders</i>	Davenport, John
35.	<i>Crusades: Kids at the Crossroads</i>	Scandiffio, Laura
36.	<i>Anna Of Byzantium</i>	Barrett, Tracy
37.	<i>The Illiad</i>	Homer; Strachen, Ian
38.	<i>The World in 1492</i>	Fritz, Jean and Patterson, Katherine
39.	<i>When My Name Was Keoko</i>	Park, Linda Sue
40.	<i>Life In Ancient China</i>	Challen, Paul
41.	<i>Saladin: Noble Prince of Islam</i>	Stanley, Diane
42.	<i>China's Son: Growing Up In The Cultural Revolution</i>	Chen, Da
43.	<i>Ancient China: Beyond The Great Wall</i>	Deady, Kathleen W.
44.	<i>Civilization Of Ancient India And Southeast Asia</i>	Lowenstein, Tom
45.	<i>Atlas Of Ancient Worlds (Includes CD)</i>	Chrisp, Peter

# 7<sup>th</sup> Grade Recommended Book List

## CPS Social Science Content Framework – Version 3.0 – Appendix

24.	<i>Blood On The River: James Town 1607</i>	Carbone, Elisa
25.	<i>Hernan Cortez to Emperor Carlos V., 152 In Hernan Cortez: Letters from Mexico.</i>	Cortez, Hernan
26.	<i>The World in 1492</i>	Fritz, Jean and Patterson, Katherine
27.	<i>Explorers Who Got Lost</i>	Sansevere-Dreher, Diane
28.	<i>Where The Great Hawk Flies</i>	Ketchum, Liza
29.	<i>Black Regiment of the American Revolution.</i>	Brennan, Linda C.
30.	<i>Great Women of the American Revolution</i>	Burgan, Michael
31.	<i>Liberty Or Death: The Surprising Story Of Runaway Slaves Who Sided With The British During The American Revolution</i>	Blair, Margaret Whitman
32.	<i>Soldier's Secret: The Story Of Deborah Sampson</i>	Klass, Sheila Solomon
33.	<i>Chains</i>	Anderson, Laurie H.
34.	<i>My Brother Sam is Dead</i>	Collier, James and Christopher
35.	<i>William Lloyd Garrison: A Radical Voice Against Slavery</i>	Thomas, William Davis
36.	<i>Cloudsplitter</i>	Banks, Russell
37.	<i>Across the Lines</i>	Reeder, Carolina
38.	<i>Bushwacker: A Civil War Story</i>	Garrity, Jennifer J.
39.	<i>March Toward the Thunder</i>	Brucha, Joseph
40.	<i>Stella Stands Alone</i>	Lafaye, A.
41.	<i>Soldier's Heart : Being the Story of the Enlistment and Due Service of the Boy Charley Goddard in the First Minnesota Volunteers</i>	Paulson, Gary
42.	<i>When I Crossed No-Bob</i>	McMullan, Margaret
43.	<i>Stella Stands Alone</i>	LaFaye, A.
44.	<i>Forty Acres and Maybe a Mule</i>	Gillem Robinette, Harriette

# 8<sup>th</sup> Grade Recommended Book List

## CPS Social Science Content Framework – Version 3.0 – Appendix

25.	<i>Denied, Detained, Deported: The Dark Side Of American Immigration</i>	Bausum, Ann
26.	<i>Tough Times</i>	Meltzer, Milton
27.	<i>Tenement: Immigrant Life On The Lower East Side</i>	Bial, Raymond
28.	<i>Jane Addams: A Biography</i>	Berson, Robin K.
29.	<i>Factory Girl</i>	Greenwood, Barbara
30.	<i>Migrant Mother: How A Photograph Defined The Great Depression</i>	Nardo, Don
31.	<i>All Quiet on the Western Front</i>	Remarque, Erich Maria
32.	<i>Flygirl</i>	Smith, Sherri L.
33.	<i>The Jungle</i>	Sinclair, Upton
34.	<i>Sunrise Over Fallujah</i>	Myers, Walter Dean
35.	<i>The Other Side of the Sky: A Memoir</i>	Ahmedi, Fharah
36.	<i>Afghan Dreams: Young Voices Of Afghanistan</i>	O'Brien, Tony & Sullivan, Mike
37.	<i>Fair Is Fair: World Folktales Of Justice</i>	Creeden, Sharon
38.	<i>Unraveling Freedom: The Battle For Democracy On The Home Front During World War I</i>	Bausum, Ann
39.	<i>Ellis Island: Coming To The Land Of Liberty</i>	Bial, Raymond
40.	<i>Tough Times</i>	Meltzer, Milton
41.	<i>Oil, Steel, And Railroads: America's Big Businesses In The Late 1800s</i>	Jarnow, Jesse
42.	<i>Knights Of Labor &amp; The Haymarket Riot: Fight For An Eight-Hour Workday</i>	Brexel, Bernadette
43.	<i>Sweat And Blood: A History Of U.S. Labor Unions</i>	Skurzynski, Gloria
44.	<i>Uprising</i>	Haddix, Margaret Peterson
45.	<i>Documenting The Industrial Revolution</i>	Hicks, Peter
46.	<i>Threads And Flames</i>	Friesner, Esther M.
47.	<i>Factory Girl</i>	Greenwood, Barbara
48.	<i>Breaker Boys: How A Photograph Helped End Child Labor</i>	Burgan, Michael

# 9<sup>th</sup> Grade Recommended Book List

## CPS Social Science Content Framework – Version 3.0 – Appendix

15.	<i>In The Beginning: Creation Stories From Around The World</i>	Hamilton, Virginia
16.	<i>Collapse: How Societies Choose To Fail Or Succeed</i>	Diamond, Jared
17.	<i>Mapping The World: Stories Of Geography</i>	Laffon, Caroline & Martine
18.	<i>Collapse: How Societies Choose To Fail Or Succeed</i>	Diamond, Jared
19.	<i>Animal Farm</i>	George Orwell
20.	<i>Anthem</i>	Rand, Ann
21.	<i>Government, Politics, And Protest: Essential Primary Sources</i>	Lerner, K. Lee, ed.
22.	<i>Does The World Hate The U.S.?</i>	Berlatsky, Noah, ed.
23.	<i>Should The U.S. Reduce Its Consumption?</i>	Haugen, David & Musser, Susan, eds.
24.	<i>Mexican Social Movements And The Transition To Democracy</i>	Stolle-McAllister, John
25.	<i>Middle East Since World War II, Part Two: History In Dispute, Vol. 15</i>	Lesch, David
26.	<i>Acts Of War</i>	Rovin, Jeff & Clancy, Tom
27.	<i>Keeping Peace In The World</i>	Hibbert, Adam
28.	<i>Middle East</i>	Friedman, Lauri S., ed.
29.	<i>Boy Who Dared</i>	Bartoletti, Susan Campbell
30.	<i>Jacob's Rescue: A Holocaust Story</i>	Drucker, Malka & Halperin, Michael
31.	<i>Kaffir Boy</i>	Mathabane, Mark
32.	<i>Tyrell</i>	Booth, Coe
33.	<i>Campaigning for Justice</i>	Becker, Jo
34.	<i>Every Human Has Rights</i>	National Geographic Editors

# 10<sup>th</sup> Grade Recommended Book List

## CPS Social Science Content Framework – Version 3.0 – Appendix

23.	<i>Salem Witch Trials: A Primary Source History Of The Witchcraft Trials In Salem, Mass.</i>	MacBain, Jenny
24.	<i>America Between The Civil War And The 20th Century: 1865 To 1900 (eBook)</i>	Wallenfeldt, Jeff, Ed.
25.	<i>Debating Diversity: Clashing Perspectives on Race and Ethnicity in America</i>	Ronald Takaki
26.	<i>Ballad Of Lucy Whipple</i>	Cushman, Karen
27.	<i>Black Storm Comin'</i>	Wilson, DianeLee
28.	<i>Copper Sun</i>	Draper, Sharon M.
29.	<i>I, Dred Scott</i>	Moses, Sheila P.
30.	<i>10,000 Days Of Thunder: A History Of The Vietnam War</i>	Caputp, Philip
31.	<i>Civil Rights Movement</i>	Uschan, Michael V.
32.	<i>The Power of Non-Violence</i>	Zinn, Howard; Konopacki, Mike & Buhle, Paul
33.	<i>The Things They Carried</i>	O'Brien, Tim
34.	<i>Fire From The Rock</i>	Draper, Sharon M.
35.	<i>Trash</i>	Darrow, Sharon
36.	<i>When the Children Marched</i>	Mayer, Robert H.
37.	<i>Freedom's Children: Young Civil Rights Activists Tell Their Own Stories</i>	Levine, Ellen S.
38.	<i>Flesh And Blood So Cheap: The Triangle Fire And Its Legacy</i>	Marrin, Albert
39.	<i>Avenger</i>	McNab, Andy
40.	<i>Bifocal</i>	Ellis, Deborah
41.	<i>Free Radical</i>	Murphy, Claire Rudolf
42.	<i>The Language of Baklava</i>	Abu-Jaber, Diana



# Glossary

## CPS Social Science Content Framework – Version 3.0 – Appendix

### Glossary

Term	Explanation
<b>Assessment, Diagnostic</b>	<p>Diagnostic assessment occurs at the beginning of the teaching/learning cycle. This type of assessment will provide the teacher with an understanding of the prior knowledge and skills a student brings to a unit, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations that will be taught.</p> <p>Diagnostic assessment is conducted prior to and during teaching and learning to determine:</p> <ul style="list-style-type: none"> <li>• what existing knowledge, skills, attitudes, interests, and/or needs the student has</li> <li>• the range of individual differences</li> <li>• what program plans and/or modifications are required to meet the needs of individuals or groups of students</li> </ul>
<b>Assessment, Formative</b>	The check for understanding mechanisms used throughout the unit to ensure each student gets the instruction needed to be successful on the summative performance assessment (e.g., Exit Slips, Learning Logs, Graphic Organizers, etc.).
<b>Assessment, Summative</b>	Summative assessment is comprehensive in nature, provides accountability and is used to check the level of learning at the end of the program.
<b>Cognitive Skills</b>	The skills students must have in order to meet the standards.
<b>Content</b>	The content of the unit is based on the disciplinary or topic-area concepts.
<b>Enduring Understanding</b>	From Wiggins & McTighe: “An understanding refers to transferable, big ideas having enduring value beyond a specific topic; it is universal generalization.” What we want students to understand and be able to use several years from now, after they have forgotten the details.
<b>Essential question</b>	Wiggins & McTighe: “Essential questions are not answerable with finality in a brief sentence; their aim is to stimulate thought, to provoke inquiry, and to spark more questions. Essential questions do not yield a single straightforward answer.”
<b>Learning Activity</b>	A series of tasks that students will engage in over the course of the unit. The activities are based on what students need to understand and be able to do for the performance assessment and are aligned to your standards and essential questions.
<b>Performance Assessment</b>	Performance Assessments are summative and provide a summary of a student’s achievement in relation to learning standards.
<b>Research Project</b>	In each quarter for grades 3-12, students compose one extended project that uses research to address a significant topic, problem or issue. For grades 3-5, this task should entail integrating knowledge about a topic drawn from one or more texts from the quarter, taking brief notes on sources, and sorting evidence into provided categories. For grades 6-8, this task entails gathering and synthesizing relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the quarter. Students are expected at this stage to assess the credibility of each source, effectively and accurately quote or paraphrase sources, and include basic bibliographic information in their research. In grades 9-12, students are expected to assess the strengths and limitations of each source in terms of the task, integrate the information gathered in a manner that maintains the flow of ideas, and avoid

# Glossary

## CPS Social Science Content Framework – Version 3.0 – Appendix

	overreliance on any one source. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally.
<b>Routine Writing</b>	Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. This includes quick writes, logs, journals, dialectical notebooks, and many other types of low-stakes writing.
<b>Standards, Common Core</b>	The Common Core Standards represent a set of expectations for student knowledge and skills that high school graduates need to master to succeed in college and careers.
<b>Standards, Primary</b>	The primary standards will be directly assessed in the summative performance assessment.
<b>Standards, Secondary</b>	The secondary standards support the achievement of the primary standards. It is helpful to look across the CCSS strands—reading, writing, speaking, listening, and language—as a way to determine secondary standards that will be part of the unit.
<b>Sources, Primary</b>	<p>Primary sources enable the researcher to get as close as possible to what actually happened during an historical event or time period. A primary source reflects the individual viewpoint of a participant or observer.</p> <p>Students are sometimes allowed to use a broader definition of primary sources, which may include some of the types of materials listed below. If in doubt, ask your instructor.</p> <ul style="list-style-type: none"> <li>• Diaries, journals, speeches, interviews, letters, memos, manuscripts and other papers in which individuals describe events in which they were participants or observers.</li> <li>• Memoirs and autobiographies. These may be less reliable than diaries or letters since they are usually written long after events occurred and may be distorted by bias, dimming memory or the revised perspective that may come with hindsight. On the other hand, they are sometimes the only source for certain information.</li> <li>• Records of or information collected by government agencies. Many kinds of records (births, deaths, marriages; permits and licenses issued; census data; etc.) document conditions in the society.</li> <li>• Records of organizations. The minutes, reports, correspondence, etc. of an organization or agency serve as an ongoing record of the activity and thinking of that organization or agency.</li> <li>• Published materials (books, magazine and journal articles, newspaper articles) written at the time about a particular event. While these are sometimes accounts by participants, in most cases they are written by journalists or other observers. The important thing is to distinguish between material written at the time of an event as a kind of report, and material written much later, as historical analysis.</li> <li>• Photographs, audio recordings and moving pictures or video recordings, documenting what happened.</li> <li>• Materials that document the attitudes and popular thought of a historical time period. If you are attempting to find evidence documenting the mentality or psychology of a time, or of a group (evidence of a world view, a set of attitudes, or the popular understanding of an event or condition), the most obvious source</li> </ul>

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	<p>is public opinion polls taken at the time. Since these are generally very limited in availability and in what they reveal, however, it is also possible to make use of ideas and images conveyed in the mass media, and even in literature, film, popular fiction, textbooks, etc. Again, the point is to use these sources, written or produced at the time, as evidence of how people were thinking.</p> <ul style="list-style-type: none"> <li>• Research data such as anthropological field notes, the results of scientific experiments, and other scholarly activity of the time.</li> <li>• Artifacts of all kinds: physical objects, buildings, furniture, tools, appliances and household items, clothing, toys.</li> </ul>
<p><b>Sources, Secondary</b></p>	<p>Secondary sources are less easily defined than primary sources. Generally, they are accounts written after the fact with the benefit of hindsight. They are interpretations and evaluations of primary sources. Secondary sources are not evidence, but rather commentary on and discussion of evidence.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Biographical works;</li> <li>• Commentaries, criticisms;</li> <li>• Histories;</li> <li>• Journal articles (depending on the discipline can be primary);</li> <li>• Magazine and newspaper articles (this distinction varies by discipline);</li> <li>• Monographs, other than fiction and autobiography;</li> <li>• Textbooks (also considered tertiary);</li> <li>• Web site (also considered primary).</li> </ul>
<p><b>Sources, Tertiary</b></p>	<p>Tertiary sources consist of information which is a distillation and collection of primary and secondary sources.</p> <ul style="list-style-type: none"> <li>• Almanacs;</li> <li>• Bibliographies (also considered secondary);</li> <li>• Chronologies;</li> <li>• Dictionaries and Encyclopedias (also considered secondary);</li> <li>• Directories;</li> <li>• Fact books;</li> <li>• Guidebooks;</li> <li>• Indexes, abstracts, bibliographies used to locate primary and secondary sources;</li> <li>• Manuals;</li> <li>• Textbooks (also be secondary).</li> </ul>
<p><b>Technology</b></p>	<p>Teachers use their knowledge of subject matter, teaching and learning, and technology to</p>

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	<p>facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</p> <ul style="list-style-type: none"> <li>• Promote, support, and model creative and innovative thinking and inventiveness</li> <li>• Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</li> <li>• Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes</li> <li>• Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</li> </ul>
<b>Text and Resources</b>	A book or other printed work, regarded in terms of its content rather than its physical form. The collection of short and extended texts aligned to the standards and content.
<b>Text Complexity</b>	A multidimensional measure of the ideas, concepts, language, and structures that together make a text easier or more difficult for a student to read and understand. There are three elements to consider when matching a text to a reader: the qualitative aspects such as the language and knowledge demands; the quantitative aspects that measure things like word and sentence length; and reader and text considerations like the student’s motivation, content knowledge, reading ability, and purpose (Fisher, Q&A for National Council of Teachers of English, 2012).
<b>Text, Extended</b>	These should be extended, full-length works of literature (such as a novel or a play) or longer informational text, depending on the focus of the unit. In high school, it is suggested that teachers incorporate a play by Shakespeare each year. In grades K-2, of course, the use of “extended text” has been modified to be appropriate for younger readers.
<b>Text, Informational</b>	In grades 3-5, informational text includes biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience (nonfiction is adjusted accordingly for grades K-2). In grades 6-12, informational text includes the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.
<b>Text, Literary</b>	In grades K-5, literary text includes adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes,

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	narrative poems, limericks and free verse. In grades 6-12, literary text includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics.
<b>Text, Short</b>	Selections would include short texts from across the curriculum of sufficient complexity for close reading that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking. In primary grades, one quarter emphasizes the reading of myths and fables. In high school, U.S. historical documents are included. Furthermore, there is a predictable pattern to focus on either American, British, or global literature.
<b>Written Analysis</b>	All analytic writing should put a premium on using evidence, as well as on crafting works that display some logical integration and coherence. These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting longer responses, allowing teachers to assess students' ability to paraphrase, infer and ultimately integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research. Informative and argument writing fall under this heading.

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