Please select **ONE** Social Science Kit and the Social Science Standards for your grade level from the table along the wall.

**Making Time for Social Science: K-5**

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Before we begin...

› We know how much new has been thrown at you recently!

› Our goal is to help make the Social Science transition as seamless as possible.

› Many of these things are simply shifts to emphasize things great teachers already do in their classrooms!
Workshop Objectives

- Quick Standards Refresher
- Incorporating SS in the Classroom
- Children’s Literature Activity
- Resources
A few reminders...

- Standards are not forcing you to change the content
- Rather, they are asking you to change the way you think about students’ roles in social science classes
  - want students to take more active role in learning process
  - asking questions, learning how to discover the answers, communicating their learning, and applying what they’ve learned by being active in their school, community, and beyond

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

› Provide students the skills they need to be functional citizens
› Students take ownership of learning to truly understand material
  - Engage them in the curriculum
› Intensified focus on understanding the why things happened and the impact of those events
  - Less focus on memorization of dates/names
  - Focus on key skills and concepts
Standards are divided into two portions that work in tandem - Inquiry Skills and Disciplinary Concepts

Inquiry skills are the method in which you accomplish your disciplinary concepts
- Divided into 3 main areas that mirror the dimensions of the C3 Framework:
  - Developing Questions and Planning Inquiries
  - Evaluating Sources and Using Evidence
  - Communicating Conclusions and Taking Informed Action

Disciplinary Concepts are divided into 4 categories: Civics, Geography, Economics, and History
- Do not focus on memorization of facts or dates but rather work towards an understanding of more complex concepts.
- Specific content should be determined locally and reflect the state mandates

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

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

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### Illinois Learning Standards for Social Science - 1st Grade

#### Inquiry Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructing Essential Questions</td>
<td>SS.1S.1.K.2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</td>
</tr>
<tr>
<td>Determining Helpful Sources</td>
<td>SS.1S.2.K.2: Explore facts from various sources that can be used to answer the developed questions.</td>
</tr>
<tr>
<td>Evaluating Sources and Using Evidence</td>
<td></td>
</tr>
<tr>
<td>Gathering and Evaluating Sources</td>
<td>SS.1S.3.K.2: Gather information from one or two sources with guidance and support from adults and/or peers.</td>
</tr>
<tr>
<td>Developing Claims and Using Evidence</td>
<td>SS.1S.4.K.2: Evaluate a source by distinguishing between fact and opinion.</td>
</tr>
<tr>
<td>Communicating Conclusions</td>
<td>SS.1S.5.K.2: Ask and answer questions about arguments and explanations.</td>
</tr>
<tr>
<td>Taking Informed Action</td>
<td>SS.1S.6.K.2: Use listening, consensus building, and voting procedures to decide on and take action in their classroom.</td>
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</tbody>
</table>

#### Civics Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.CV.1.1</td>
<td>Explain how all people, not just official leaders, play important roles in a community.</td>
</tr>
<tr>
<td>SS.CV.2.1</td>
<td>Identify and explain how rules function in various settings, inside and outside of the school.</td>
</tr>
</tbody>
</table>

#### Geography Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.G.1.1</td>
<td>Construct and interpret maps and other representations to navigate a familiar place.</td>
</tr>
</tbody>
</table>

#### Economics and Financial Literacy Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.EC.1.1</td>
<td>Explain and give examples of how choices are made when something else is given up.</td>
</tr>
<tr>
<td>SS.EC.2.1</td>
<td>Describe the skills and knowledge required to produce certain goods and services.</td>
</tr>
<tr>
<td>SS.FL.1.1</td>
<td>Explain how people earn pay or income in exchange for work.</td>
</tr>
</tbody>
</table>

#### History Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.H.1.1</td>
<td>Create a chronological sequence of multiple events.</td>
</tr>
<tr>
<td>SS.H.2.1</td>
<td>Describe individuals and groups who have shaped a significant historical change.</td>
</tr>
<tr>
<td>SS.H.3.1</td>
<td>Compare perspectives of people in the past to those of people in the present.</td>
</tr>
</tbody>
</table>
# Standards Format

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ based on themes and aligned to the disciplinary concepts.</td>
<td>▪ banded by levels of complexity rather than grade levels</td>
<td>▪ organized around typical course structures: history, civics, geography, economics (psychology, sociology, and anthropology)</td>
</tr>
<tr>
<td>▪ The themes are:</td>
<td>▪ Ideally, by the end of eighth grade, students should have practiced and experienced the less, moderate, and more complex standards in preparation for high school</td>
<td>▪ cross-curricular integration encouraged</td>
</tr>
<tr>
<td>▪ Kindergarten: My Social World</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ First Grade: Living, Learning, and Working Together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Second Grade: Families, Neighborhoods, and Communities</td>
<td></td>
<td></td>
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<tr>
<td>▪ Third Grade: Communities Near and Far</td>
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<td></td>
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<tr>
<td>▪ Fourth Grade: Our State, Our Nation</td>
<td></td>
<td></td>
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<tr>
<td>▪ Fifth Grade: Our Nation, Our World</td>
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</tbody>
</table>
Inquiry helps to weave together ELA strands. ELA focuses on critical skills that strongly correlate with the Inquiry Skills portion of the Social Science Standards.

Science Practices (SEP)

Math Practice Standards 1 & 3

Social Emotional

- Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.
- Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
The top of each document lists possible connections that could occur depending on the tasks planned by the teacher.
How can I possibly incorporate more content into my already busy day without a Social Science block?

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

› Read Alouds
  › SS.EC.1.K: Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).

Incorporate the word scarcity into your discussion of the story

Encourage kids to continue using the word scarcity

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

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

For example, a 5th grade classroom with...

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

Now what??

1. Does your textbook align to the New Social Science Standards? All of it? Parts of it?
2. Are there parts of your ELA series that pairs well with different standards?
3. Find resources to fill the gaps.
Children’s Literature Connections

- Grade Specific
- Full Standards Included
- Address:
  - Inquiry - Taking Informed Action
  - Civics
  - Geography
  - Economics
  - History
Activity: Divide into Grade Level Groups

In your group:

› Choose an inquiry skill book or a disciplinary concept book.

Share out:

1. Which book did you choose?
2. Describe the book and what standard it connects to.
3. How this may fit in your current curriculum or what idea do you have to implement this book?
Classroom Inquiry
Example
First Grade Classroom in Hillsboro, IL
Shonda Ronen
What questions do you have about this picture?
IF FIRST GRADERS CAN DO IT...

Questions They Developed:

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

Plans for Research:

*Where can we find answers?*
- *internet*
- *Facebook*
- *Google*
- *Amazon*
- *Vudu*
- *Siri*
- *YouTube*
- *NetFlix*
- *phone*
- *teacher*
- *principal*
- *look for the girl, ask her*
- *ask people in town or family*
IF FIRST GRADERS CAN DO IT...

RESEARCHING & DEVELOPING MORE QUESTIONS:

**The Story of Ruby Bridges** by Robert Coles, illustrated by George Ford

TAKING ACTION:

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

Dear Ms. Bridges,

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

Yours Truly,

Jan. 9, 2017

Dear Ms. Bridges,

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

Yours Truly,

Jan. 9, 2017
WHAT DID THEY LEARN?

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

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

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

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

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

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

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

Mayor
Sullivan

Senator
Manar

Bill to
Law

Representative
Bourne

Other
Classroom Inquiry Example

- How many people does it take to turn a bill into a law?
- How did Congress start?
- What's it like to be in office?
- Can you outlaw smoking?
- Why are people still littering? Even though it is a law?
- Will there be a law where texting is legal?
Information about Unit:

Throughout the month of April, Mr. Jrr's class has been learning the following new Illinois Social Science Standards through an inquiry-based unit on civics:

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

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

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

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

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

I have been noticing that in my class in the afternoon there is a group of kids smoking around in the room. The teacher isn’t even aware of it. So I have been thinking about an extra rule on being here. I think that it is good for kids.

Sincerely,
Zoe Fullerton
Fourth Grade Student at Fox Elementary School

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Dear Senator Manar,

I read how you used to be a in a room and you made me think of my question. Now I know that if one person made laws it would be a mess people are arguing right now. Please can you come again next to the class room going to be in 5th grade please.

Sincerely,
Gwend olive
Fourth Grade Student at Beckmeyer School
Available Resources
Illinois-Specific Resources

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

› Resources:
  ‣ Illinois Resources - all resources created by Content Specialists specifically aligned to the Illinois Social Science Standards
  ‣ Resource Website - external websites that may be helpful to support standards implementation in the classroom (many may be aligned to C3 Framework)
Inquiry Graphics K-12

- Intention is to support teachers with the goal of engaging students in the inquiry process
- Statements include suggested steps for each stage of the inquiry process
- Select grade level from: http://www.ilsocialscienceinaction.org/illinois-resources.html
Analyzing Source Packets

- **K-2, 3-5, and 6-12**

- By focusing on the documents, objects, photographs, and oral histories—students can get a glimpse into the past beyond what a textbook can provide.

- The purpose of this document is to provide teachers tools to assist students as they examine and analyze sources.
Children’s Literature Connections to the IL SS Standards

– One for each grade level, K-5 at http://www.ilsocialscienceinaction.org/illinois-resources.html
– This packet provides a list of potential children’s books that may assist teachers with connections to the Illinois Social Science Standards.
– Included are the following:
  › Grade Level Social Science Standards
  › Books to assist with the Inquiry Standard of taking informed action.
  › Books to assist with the Civics Standards
  › Books to assist with the Geography Standards
  › Books to assist with the Economics Standards
  › Books to assist with the History Standards
– Of course, just reading a book does not teach a standard. However, they can be used to reinforce the learning standard by:
  › introducing a lesson, unit or concept
  › supplementing a lesson or unit
  › providing additional information for specific topics/standards

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

- [www.ilsocialscienceinaction.org](http://www.ilsocialscienceinaction.org)
  - **Illinois Resources** - all resources created by Content Specialists specifically aligned to the Illinois Social Science Standards
  - **Resource Website** - external websites that may be helpful to support standards implementation in the classroom (many may be aligned to C3 Framework)

- [www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org)
  - Resources to support all content areas

Contact the Content Specialists:

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