

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

Components of Standards

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



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

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

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

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



The Inquiry Skills guide *HOW* students should learn about the Disciplinary Concepts

Illinois Learning Standards for Social Science-1st Grade

Inquiry Skills

Developing Questions and Planning Inquiries

Constructing Essential Questions

SS.IS.1.K-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers

Determining Helpful Sources

SS.IS.2.K-2: Explore facts from various sources that can be used to answer the developed questions.

Evaluating Sources and Using Evidence

Gathering and Evaluating Sources

SS.IS.3.K-2: Gather information from one or two sources with guidance and support from adults and/or peers.

Developing Claims and Using Evidence

SS.IS.4.K-2: Evaluate a source by distinguishing between fact and opinion.

Communicating Conclusions and Taking Informed Action

Communicating Conclusions

SS.IS.5.K-2: Ask and answer questions about arguments and explanations.

Taking Informed Action

SS.IS.6.K-2: Use listening, consensus building, and voting procedures to decide on and take action in their classroom.

Civics Standards

Civic and Political Institutions

SS.CV.1.1: Explain how all people, not just official leaders, play important roles in a community.

Processes, Rules, and Laws

SS.CV.2.1: Identify and explain how rules function in various settings, inside and outside of the school.

Geography Standards

Geographic Representations: Spatial Views of the World

SS.G.1.1: Construct and interpret maps and other representations to navigate a familiar place.

Economics and Financial Literacy Standards

Economic Decision Making

SS.EC.1.1: Explain and give examples of when choices are made that something else is given up.

SS.EC.2.1: Describe the skills and knowledge required to produce certain goods and services.

Financial Literacy

SS.EC.FL.3.1: Explain how people earn pay or income in exchange for work.

History Standards

Change, Continuity, and Context

SS.H.1.1: Create a chronological sequence of multiple events.

SS.H.2.1: Describe individuals and groups who have shaped a significant historical change.

Perspectives

SS.H.3.1: Compare perspectives of people in the past to those of people in the present.

These are the skills students should use...

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

...to understand these concepts

Standards Format

Elementary

- based on themes and aligned to the disciplinary concepts.
- The themes are:
 - Kindergarten: My Social World
 - First Grade: Living, Learning, and Working Together
 - Second Grade: Families, Neighborhoods, and Communities
 - Third Grade: Communities Near and Far
 - Fourth Grade: Our State, Our Nation
 - Fifth Grade: Our Nation, Our World

Middle School

- banded by levels of complexity rather than grade levels
- 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

High School

- organized around typical course structures: history, civics, geography, economics (psychology, sociology, and anthropology)
- cross-curricular integration encouraged

Cross-Curricular Inquiry



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.



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.

2nd Grade Social Science Standards with Literacy Connections

SS & ELA Correlation Documents (grade specific)

Inquiry Skills

Possible Literacy Standard Connections: (All Inquiry Skills)

The literacy standards listed below can be used in tandem with the Social Science Inquiry Skills. These are standards that could be addressed within the Social Science classroom *depending on the tasks planned by the teacher*. When students read or listen to Social Science text, use the literacy standards for question development to help students access and comprehend the text.

- RI.2.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 – Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7 – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.10 – By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.2.5 – 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.
- SL.2.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Developing Questions and Planning Inquiries

Constructing Essential Questions

SS.IS.1.K-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers.

Literacy Standard Connection:

SL.2.1c – Ask for clarification and further explanation as needed about the topics and texts under discussion.

Determining Helpful Sources

SS.IS.2.K-2: Explore facts from various sources that can be used to answer the developed questions.

Literacy Standard Connections:

- RI.2.6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- W.2.7 – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 – Ask and answer questions about what speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Evaluating Sources and Using Evidence

Gathering and Evaluating Sources

SS.IS.3.K-2: Gather information from one or two sources with guidance and support from adults and/or peers.

Literacy Standard Connection:

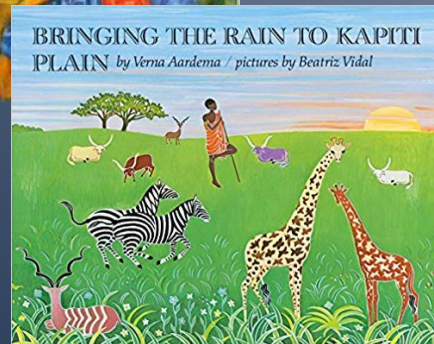
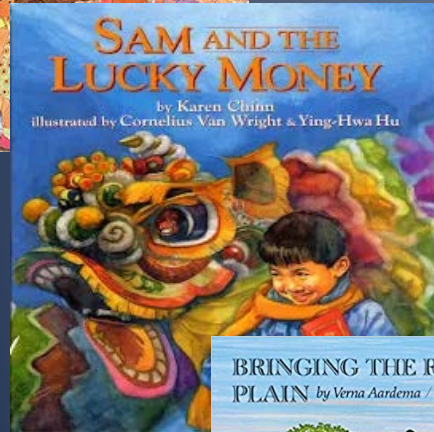
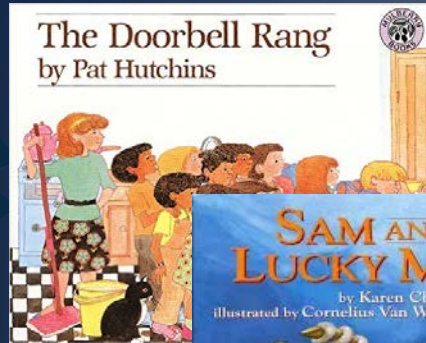
RI.2.9 – Compare and contrast the most important points presented by two texts on the same topic.

The top of each document lists possible connections that could occur depending on the tasks planned by the teacher.

Social Science Standard

Literacy standard(s) that directly connect to the Social Science Standard

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



Children's Literature Connections to the Illinois Social Science Standards



2nd Grade Theme: Families, Neighborhoods, and Communities


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

Included are the following:

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

These books listed can be a great resource when teaching the Illinois Social Science Standards. Of course, 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



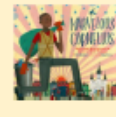




It is books that are the key to the wide world; if you can't do anything else, read all that you can. —Jane Hamilton

1

IL Classrooms in Action
Social Science Children's Books: September 2018

Children's Book List

GRADES K-2: INQUIRY STANDARD #6		
The following books address standard #6 of the Inquiry Standards for 2 nd Grade by providing students examples of how they can take informed action.		
Books	Description	Standards Connection
	The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer When a young boy in Malawi realizes his village is starving, he takes action, teaching himself to make a wind turbine out of trash. That wind turbine powers electricity for his home, and later inspires a turbine strong enough to pump water and bring needed water to the fields.	SS.IS.6.K-2. Use listening, consensus-building and voting procedures to decide on and take action in their classrooms.
	Boxes for Katje by Candace Fleming A family in America sends hard-to-find items to a family in Holland. When two young girls write letters across the ocean, the American girl realizes how much children in Holland are in need. She organizes people in her community to send needed items in care packages.	SS.IS.6.K-2. Use listening, consensus-building and voting procedures to decide on and take action in their classrooms.
	Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans by Phil Bildner Marvelous Cornelius has always picked up trash in the city of New Orleans with joy, but after Hurricane Katrina destroys the city, he realizes he cannot save the city on his own. It takes the actions of the community and thousands of others to bring the city back again.	SS.IS.6.K-2. Use listening, consensus-building and voting procedures to decide on and take action in their classrooms.
	Grandpa's Corner Store by DyAnne DiSalvo-Ryan Lucy's Grandpa's store might not make it when the big grocery store comes to town. But Lucy organizes her neighbors and helps to spruce up Grandpa's store. Her action helps him stay in business and raises awareness in the community.	SS.IS.6.K-2. Use listening, consensus-building and voting procedures to decide on and take action in their classrooms.
	The Invisible Boy by Trudy Ludwig Sometimes it's a small action—a kind word or encouragement—that can make a big difference. Brian is so quiet that he is almost invisible to everyone else. But when other students make fun of a child's lunch, Brian steps in and in turn, makes a new friend.	SS.IS.6.K-2. Use listening, consensus-building and voting procedures to decide on and take action in their classrooms.

4

IL Classrooms in Action
Social Science Children's Books: September 2018



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?

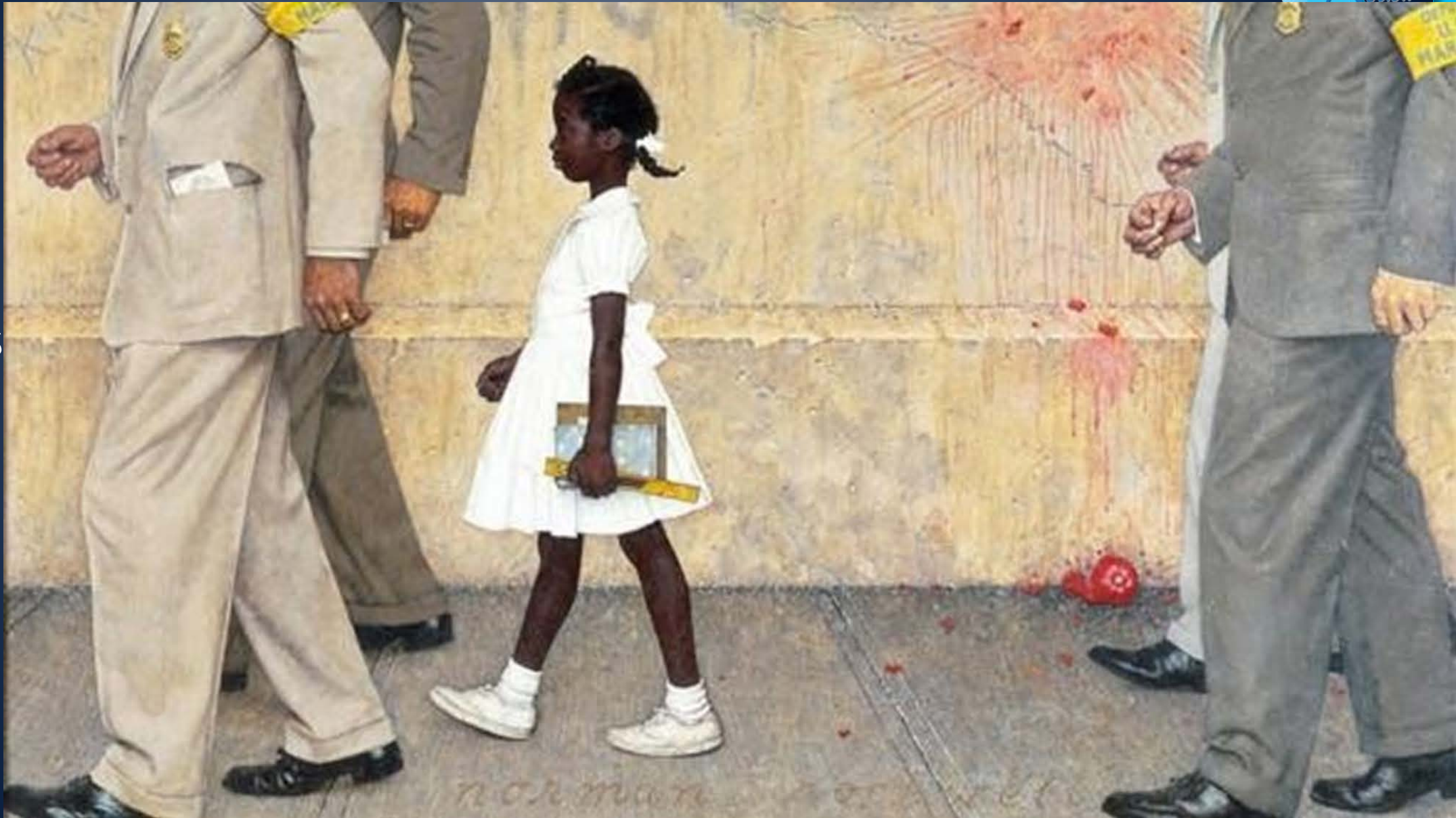


Classroom Inquiry Example

First Grade Classroom in Hillsboro, IL
Shonda Ronen

Classroom Inquiry Example

What questions do you have about this picture?



Classroom Inquiry Example

IF FIRST GRADERS CAN DO IT...

Questions They Developed:

Our Questions

- Is she nervous? ^{was}
- Where are they going? ^{new school}
- Why does she have a book + ruler?
- Did someone throw a tomato? ^{Yes!} Who?
- Is there blood on the wall? ^{No!} ^{Crowd white people}
- What is the note in his pocket?
- Are they police officers? ^{U.S. Marshals}
- Why do they have medals? [→]
- Why is she by herself? ^{Mom was with her but not in photo}
- Why are the men surrounding her? ^{to protect her}
- Is she in trouble? ^{No!}
- Why are they ignoring her? ^{they are protective her and watch out}
- Does she live in a castle? ^{No.}

Plans for Research:

Where can we find answers?

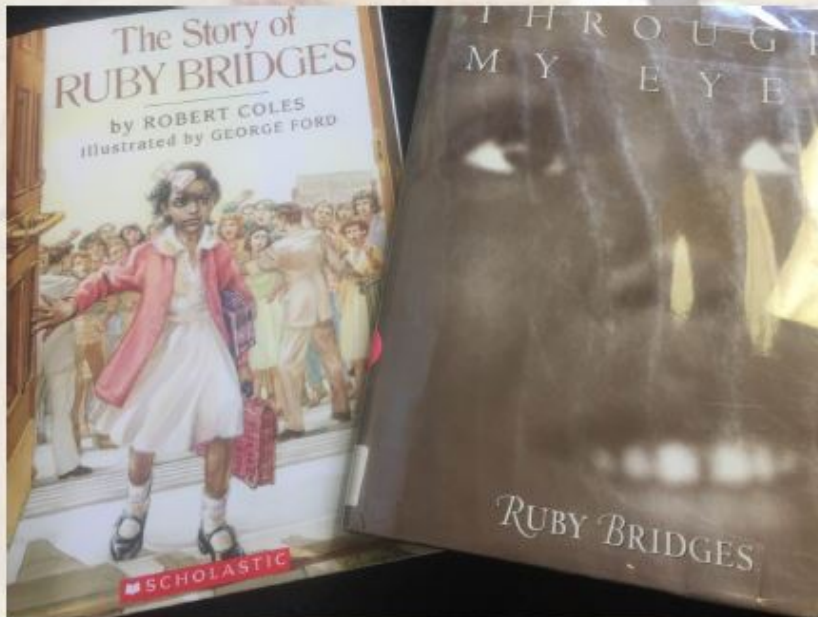
- ✓ internet ^{No} ask soldiers
- ✓ Facebook
- ✓ google
- ✓ amazon
- ✓ vudu
- ✓ siri
- ✓ you tube
- ✓ net Flix
- ✓ phone
- ✓ teacher
- principal
- ✓ look for the girl, ask her
- ✓ ask people in town or family
- ✓ God
- ✓ books
- ✓ Title



Classroom Inquiry Example

IF FIRST GRADERS CAN DO IT...

RESEARCHING & DEVELOPING MORE QUESTIONS:



TAKING ACTION:

- Writing Letters to Ruby Bridges
- Group presentations to the other 4 first grade classrooms explaining what they had learned from their inquiry.



Classroom Inquiry Example

IF FIRST GRADERS CAN DO IT...

Jan. 19, 2017

Dear Ms. Bridges,

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

Yours Truly,

Jan. 19, 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 in 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 changing the laws. Do you still talk to Mrs. Henry?*

Yours Truly,



Classroom Inquiry Example

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.

Illinois Learning Standards for Social Science-1st Grade

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Change, Continuity and Context

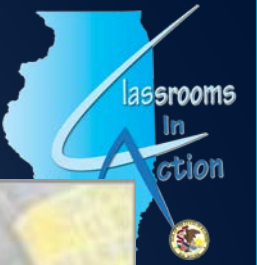
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Perspectives

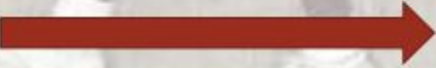
SS.H.3.1: Compare perspectives of people in the past to those of people in the present.

Classroom Inquiry Example



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

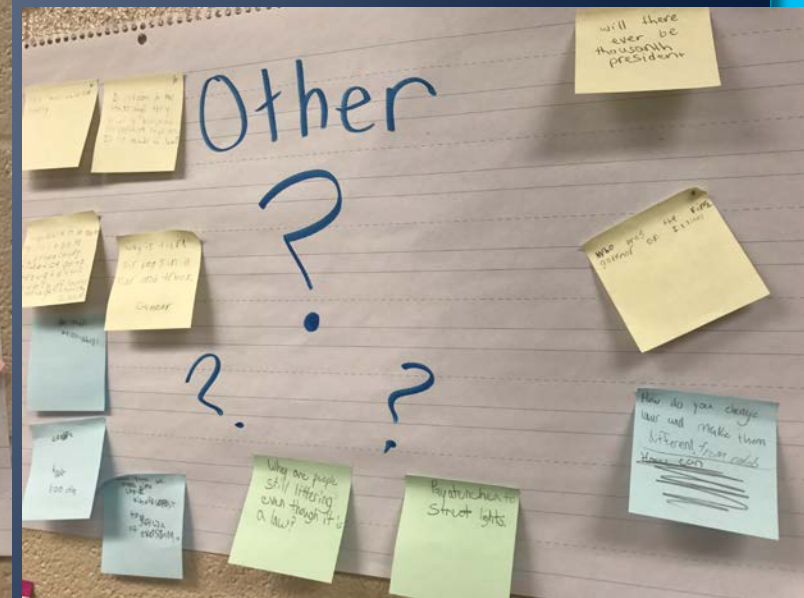
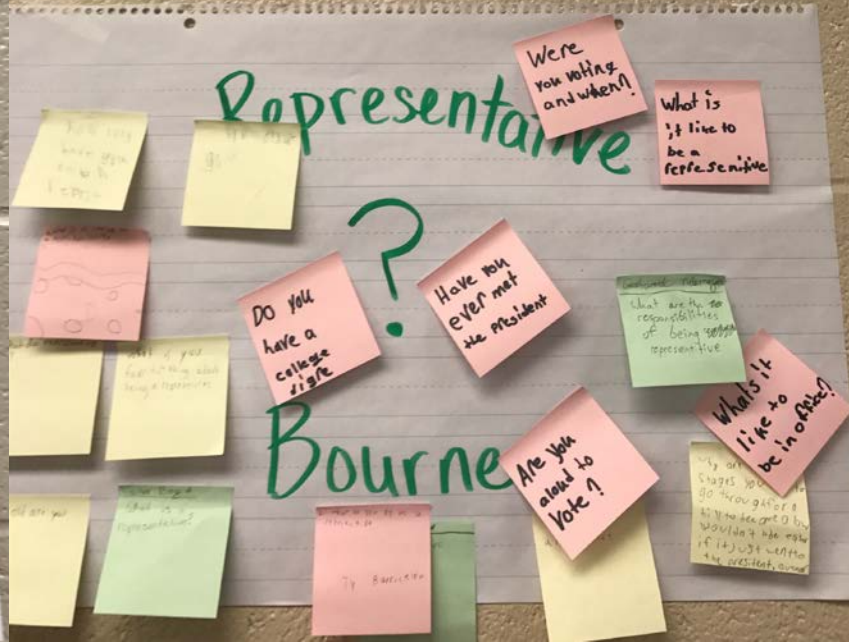
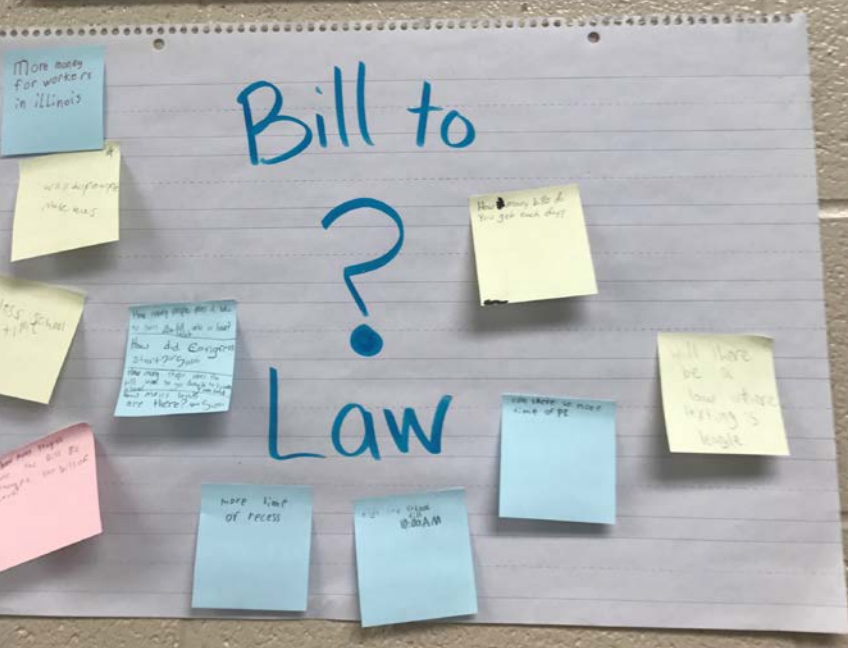
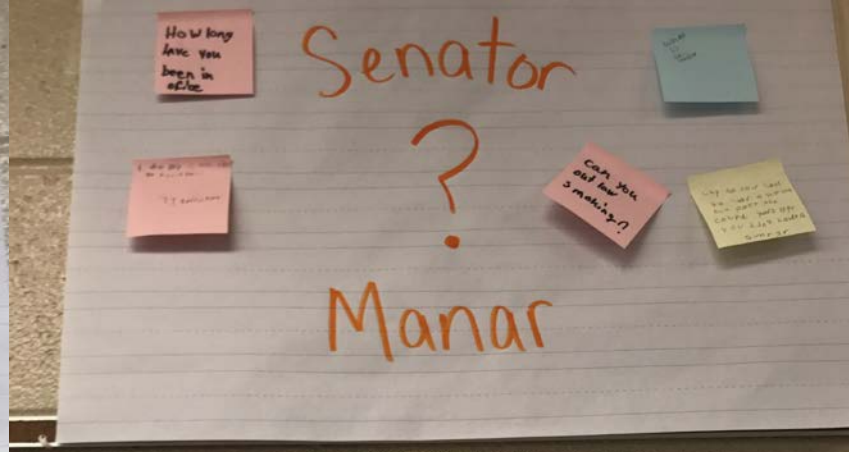
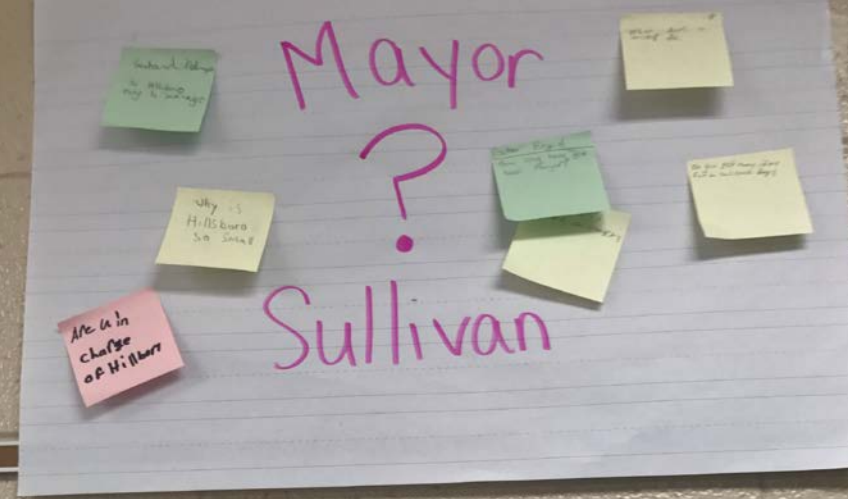
4th Grade Classes in Beckemeyer Elementary





“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



Classroom Inquiry Example

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

How did Congress start?
from Susni

How many steps does the bill have to go through to become a law?
from Calcb

How many laws are there?
from Susni

What's it like to be in office?

Why are stages you go through for a bill to become a law wouldn't it be easier if it just went to the president. summer

Can you outlaw smoking?

Will there be a law where texting is illegal

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

Information about Unit:

Mrs. Jord's Class.

Students

Throughout the month of April.

We have been learning the following new Illinois Social Science standards through an inquiry-based unit on civics:

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

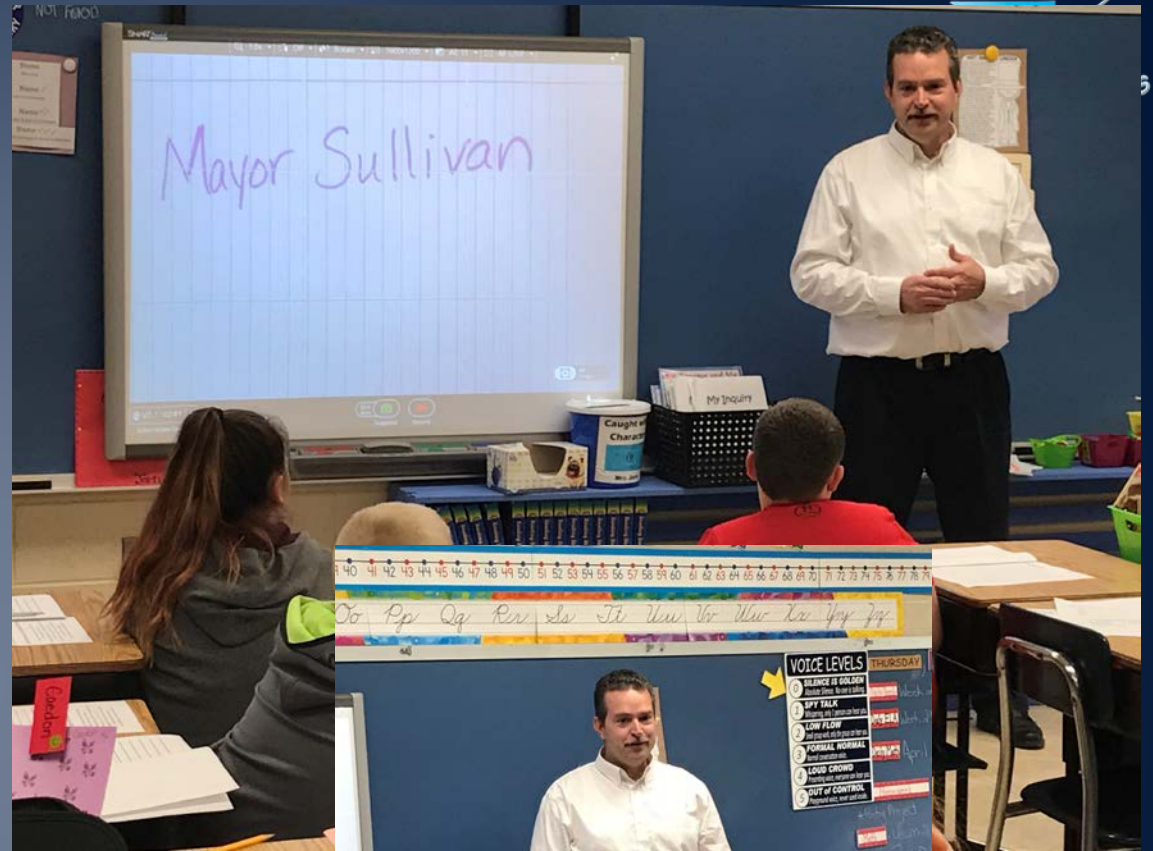
We have already been visited by Representative Avery Bourne and Mayor Sullivan. We are learning so much from these primary sources.

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!





Classroom Inquiry Example



Zoe

Dear Principal Frailey,

I have been noticing, that in my class in the afternoon the kids cannot stop moving around in their seats. The teacher Mrs. Jern has been getting sort of mad about it. So I have been thinking about an extra 15 minute recess because I think it will be good for kids.

Sincerely,

Zoe Fulhorst

Fourth Grade Student in Mrs. Jern's Class

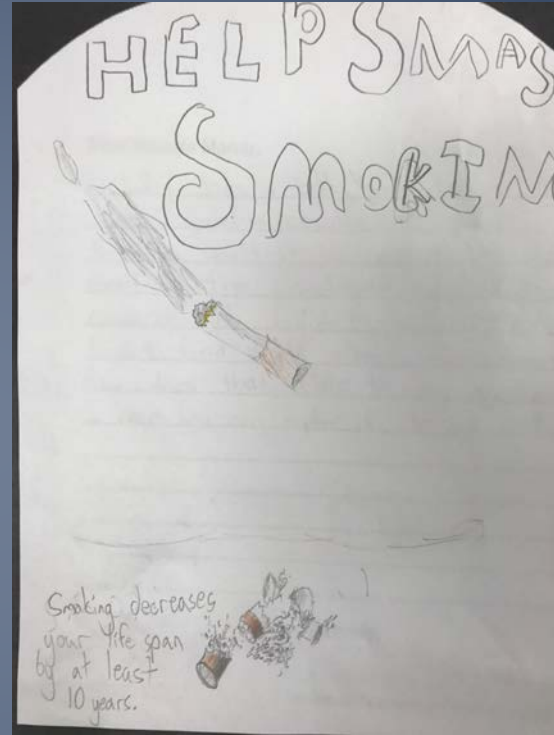
Dear Senator Manar,

I liked how you used Kuden as a replica of trump to my question. Now I know that if one person made laws it would be a mess people would argue, and fight, and complain. Can you come again next to the class iam going to be in in fifth grade please.

Sincerely,

Gunnal Wilson

Fourth Grade Student at Beckemeyer School





Available Resources

Illinois-Specific Resources



- › Illinois Social Science in Action website
 - <http://www.ilsocialscienceinaction.org/> (is also linked from IL Classrooms in Action)
 - Resources:
 - › Illinois Resources - all resources created by Content Specialists specifically aligned to the Illinois Social Science Standards
 - › Resource Website - external websites that may be helpful to support standards implementation in the classroom (many may be aligned to C3 Framework)

Newly-Released Illinois-Specific Resources

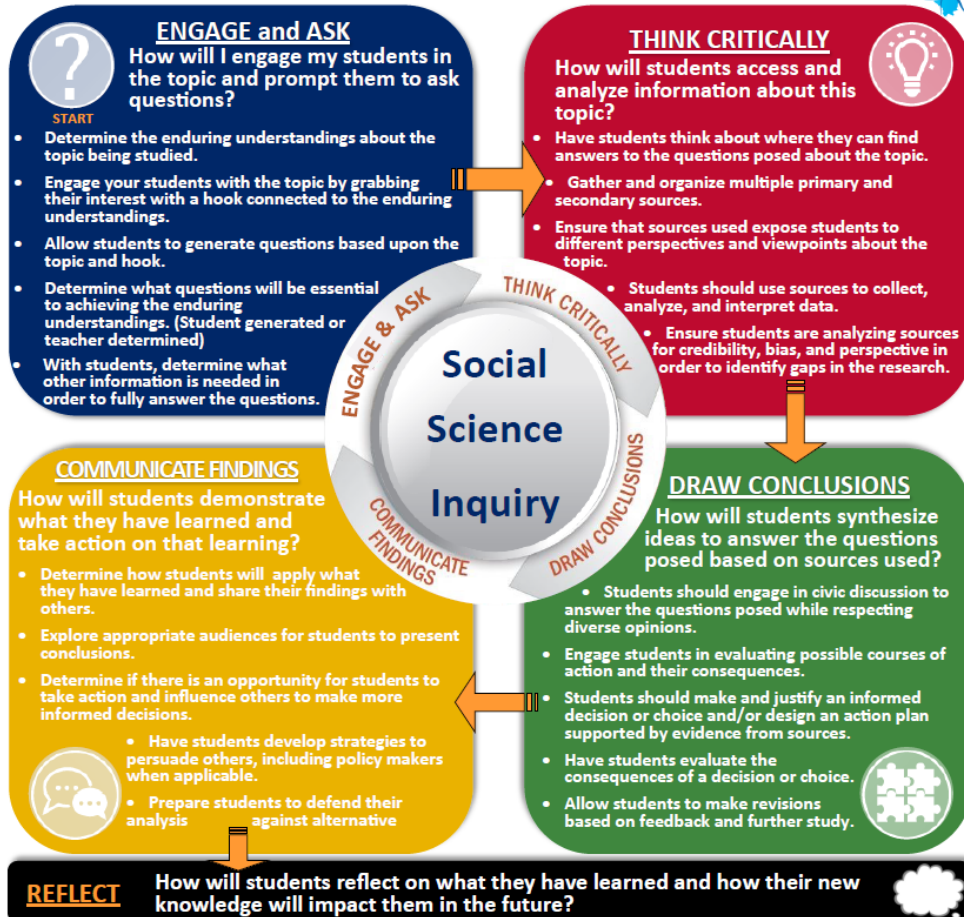


Social Science Inquiry Process Middle School: Grades 6-8

The stages of the inquiry process are illustrated in the graphic to the right. The graphic is a guide to a suggested process for incorporating the Illinois Learning Standards for Social Science, particularly the Inquiry Skills portion of the standards for Middle School. The statements contained in the graphic are suggested steps for each stage of the process. The intention is to support teachers with the goal of engaging students in the inquiry process.

On the next page you'll find the Inquiry Skills Standards for the Middle Grades along with space to detail what students will do in the classroom to ensure they're practicing those skills.

Adapted from Minnesota Department of Education <http://www.mncsse.org/>



> 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>

Newly-Released Illinois-Specific Resources



EXAMINING AND ANALYZING SOURCES IN THE K-2 PRIMARY CLASSROOM



By focusing on the documents, objects, photographs, and oral histories—students can get a glimpse into the past beyond what a textbook can provide. Analyzing sources is crucial to the study of history. They provide tangible links to the past that help students build personal connections to history.



ANALYZING SOCIAL SCIENCE SOURCES IN THE 3RD-5TH GRADE CLASSROOM

Diving Deep into Written Documents, Objects, Oral Accounts, Maps, Data Sets and More



By focusing on the documents, objects, photographs, and oral histories—students can get a glimpse into the past beyond what a textbook can provide. Analyzing sources is crucial to the study of history. They provide tangible links to the past that help students build personal connections to history.

- › 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.

Newly-Released Illinois-Specific Resources



Children's Literature Connections to the Illinois Social Science Standards



3rd Grade Theme: Communities Near and Far

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

Included are the following:

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

These books listed can be a great resource when teaching the Illinois Social Science Standards. Of course, 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

- › 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
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Tools and Resources for
ELA
MATH
Science
Social Science
Social Emotional Learning
Technology
Fine Arts

Websites Available:

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

Contact the Content Specialists:

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- Kathi Rhodus krhodus@isbe.net