

## **Social Studies Mission Statement**

Students of the social studies curriculum of Central School District #301 will value the political, economic, geographic and social implications of the past and will be able to analyze those influences on the present and future as they become informed and contributing citizens in a diverse global society.

### **Focus & Purpose Statements** **By Grade Level**

#### **Kindergarten** – Myself at Home and School

Students will demonstrate an awareness of their roles at home and at school in regards to respect, rules, and holidays.

#### **First Grade** – Myself and My Community

Students will demonstrate an awareness of their roles within the community in regards to rules, traditions, and current events.

#### **Second Grade** – Myself as a U.S. and World Citizen

Students will analyze what unites us as citizens of the United States and the global community and examine their roles as individual participants.

#### **Third Grade** – Early Native Communities of the Americas

Students will compare and contrast the cultures of the early native communities of the Americas in terms of history, economics, geography, political and social systems.

#### **Fourth Grade** – U.S. Regions with a Focus on Illinois

Students will compare and contrast U.S. regions and the states within to determine their relationships in terms of geography, history, economics, culture and current events with an emphasis on Illinois.

#### **Fifth Grade** – Early European Exploration and Colonization of the Americas to 1757

Students will compare and contrast early European explorers and examine the development of colonies in the early Americas.

**Sixth Grade** – Ancient Civilizations (Mesopotamia, Egypt, India, China, and Greece)

Students will examine the cultures of the ancient civilizations of Mesopotamia, Egypt, India, China, and Greece, and analyze their similarities and differences.

**Seventh Grade** – U.S. History 1757-1865

Students will analyze and interpret developments and events in the history of the United States from the American Revolution through the Civil War and explain the governments of the U.S. and Illinois as described in their constitutions.

**Eighth Grade** – U.S. History 1865-1918 (1 semester)

Students will deduce the implications of changing political and social systems, and the environmental and economic factors of key events that affect the people of the U.S. beginning with the Reconstruction Era through the conclusion of WWI.

**Eighth Grade** – Western Civilization: Ancient Rome - French Revolution (1815) (1 semester)

Students will distinguish between the various cultures of Western European civilizations with attention to the social, political, religious, and economic realities faced by the citizens of the Roman Empire through the French Revolution and Napoleon's rise to power.

**Ninth Grade** – Modern World History 1815 - Present (1 semester - required)

Students will conceptualize the development of modern global political, economic, social, and military systems spanning from the Industrial Revolution to the present and examine the impacts of key nations in relation to global diplomacy and coalition organizations.

**Tenth Grade** – U.S. History 1918 - Present (full year - required)

Students will analyze U.S. History from 1914 to present.

**Tenth Grade** – AP U.S. History (full year)

Students will analyze U.S. History from 1914 to present in an in-depth, A.P. setting.

**Eleventh Grade** – U.S. and Illinois Government; State and Federal Constitutions  
(1 semester - required)

Students will analyze the U.S. and Illinois government structure and systems.

**Twelfth Grade** – Family Living (1 semester - required)

Students will prepare to meet the challenges of life.