

PART 2: PLAN STRATEGICALLY

Choose Core Strategies, Skills, and Content to Emphasize Each Quarter

- Identify the priorities for each quarter.
- Analyze progress.
- Adjust plans as students make progress.

Plan Comprehensively

Organize a Four-Quarter Framework that Includes Social Emotional Development and Emphasizes Critical Thinking

	<i>1st quarter</i>	<i>2nd quarter</i>	<i>3rd quarter</i>	<i>4th quarter</i>
<p>CORE OUTCOMES</p> <p>Math Reading Science Writing Social Sciences</p>	<ul style="list-style-type: none"> ✓ Core vocabulary ✓ Integrated writing ✓ mid and end-of-quarter assessments 	<ul style="list-style-type: none"> ✓ Core vocabulary ✓ Integrated writing ✓ mid and end-of-quarter assessments 	<ul style="list-style-type: none"> ✓ Core vocabulary ✓ Integrated writing ✓ mid and end-of-quarter assessments 	<ul style="list-style-type: none"> ✓ Core vocabulary ✓ Integrated writing ✓ mid and end-of-quarter assessments
<p>Critical Thinking across the curriculum</p> <p>correlated with Learning Standards and ISAT PREP</p>	<ul style="list-style-type: none"> > Levels of Questions/ISAT Prep > Use Pictures and Graphic Organizers to Learn and Assess > Read/write across the curriculum > <i>Extended response in all subjects</i> > <i>Write to explain</i> 	<ul style="list-style-type: none"> > Levels of Questions/ISAT Prep > Expand use of Graphic Organizers to Learn and Assess > Expand read/write across the curriculum > Extended response in all subjects > Write to explain, narrate 	<ul style="list-style-type: none"> > Challenging Questions/ISAT Prep > Expand use of Graphic Organizers to Learn and Assess and pre-write > Emphasize writing in all subjects. > Write to explain, narrate, persuade 	<ul style="list-style-type: none"> > Creative Thinking > Students create Graphic Organizers to Learn and Assess > Write to inspire > Creative writing > Next Grade Prep
<p>EMBEDDED SOCIAL EMOTIONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> • Poems • Learning Partners • Opportunities to self-select books and activities. • Formative Assessment • Students summarize their learning progress each week 	<ul style="list-style-type: none"> • Poems and Music • Learning Groups • More opportunities to self-select books and activities. • Formative Assessment • Student-set learning goals 	<ul style="list-style-type: none"> • Poems, Music, and Drama • Learning Teams • Opportunities to self-select books and activities and recommend books. • Formative Assessment 	<ul style="list-style-type: none"> • Students write poems and music • Learning Leaders • Opportunities to self-select books and activities and recommend choices. • Next Grade Prep

Set Your Grade's Learning Priorities for Each Quarter

1 st Quarter	Weeks 1-5	Weeks 6-9
Reading/ THINKING Priorities— skills and strategies to apply across the curriculum and in ISAT Prep	Genres:	Genres:
Vocabulary Priorities		
Writing Priorities		
Science and Social Studies >read/listen/do > list/draw > graph/chart > diagram > write > present	Topics	Topics
MATH Priorities		

Departmentalized Learning Priorities

Graphic Organizers and writing can be used to assess student learning.

	Weeks 1-5	Weeks 6-9
<i>Content</i>	Main Topics:	Main Topics:
<i>Vocabulary</i>		
Reading/ Learning Strategies Goals 1, 5	Locate, collect, organize, information Take notes (ongoing)	
<i>Writing to Clarify and Expand Learning Goals 3, 5</i>	Paragraph Extended Response	

Make Math Progress

The following advice is from the Illinois State Board of Education. You will find it and much more on the ISBE website, ISBE.net

- ✓ Be familiar with the Illinois Learning Standards and the Assessment Frameworks
- ✓ Integrate test-taking skills into regular instruction
- ✓ Be familiar with and practice different test items with students
- ✓ Create a positive atmosphere for testing

Extended-Response in the Classroom: Ideas to help teachers help students

1. Explain and display the “student-friendly” version of the scoring rubric
2. Discuss “What you did” and Why you did it” for multiple-choice items, too.
3. Discuss and display a variety of student work in the classroom
4. Aim for the 4 on the rubric.
5. Use a T-chart to help guide explanations—this helps some students to remember to explain what they did and why they did it.
6. Use previous ISAT tasks from the sample books. (All are available online.)
7. Write about math in a journal.
8. Practice! Practice! Practice!

ISAT MATH REQUIREMENTS

Grade	3	4	5	6	7	8
State Goal 6 – Number Sense	35%	35%	30%	25%	25%	20%
Standard 6A Representations and Ordering	15%	15%	10%	5%	5%	5%
Standards 6B, 6C Computation, Operations, Estimation, and Properties	20%	20%	15%	15%	15%	10%
Standard 6D Ratios, Proportions, Percents	0%	0%	5%	5%	5%	5%
State Goal 7 – Measurement	20%	20%	15%	15%	15%	15%
Standards 7A, 7B, 7C Units, Tools, Estimation, and Applications	20%	20%	15%	15%	15%	15%
State Goal 8 – Algebra	10%	10%	20%	25%	25%	30%
Standard 8A Representations, Patterns, and Expressions	5%	5%	8%	10%	10%	10%
Standard 8B Connections Using Tables, Graphs, and Symbols	0%	2%	5%	7%	7%	10%
Standards 8C, 8D Writing, Interpreting, and Solving Equations	5%	3%	7%	8%	8%	10%
State Goal 9 – Geometry	20%	20%	20%	20%	20%	20%
Standard 9A Properties of Single Figures and Coordinate Geometry	15%	15%	10%	10%	10%	10%
Standard 9B Relationships Between and Among Multiple Figures	5%	5%	10%	10%	10%	10%
Standard 9C Justifications of Conjectures and Conclusions	<i>This standard is not assessed in isolation. Rather, its essence is assessed indirectly through problems that require this type of thinking.</i>					
Standard 9D Trigonometry	<i>This standard is not assessed on state assessment until grade 11.</i>					
State Goal 10 – Data Analysis, Statistics, and Probability	15%	15%	15%	15%	15%	15%
Standards 10A, 10B Data Analysis and Statistics	10%	10%	10%	10%	8%	8%
Standard 10C Probability	5%	5%	5%	5%	7%	7%
Total	100%	100%	100%	100%	100%	100%

Illinois Mathematics Assessment Framework for Grades 3–8 ISBE.net

MATH VOCABULARY

At each of these grade cycles, the following terms should be part of the students' working vocabularies. Source of the lists of words: ISBE. For more math resources from ISBE, go to ISBE.net.

By Third Grade

12 inches = 1 foot 12 months = 1 year 2-dimensional 3 feet = 1 yard 365 days = 1 year 366 days = 1 leap year 3-dimensional 52 weeks = 1 year 7 days = 1 week a.m. abbreviations for days and months about above addends addition (+) angle area average bar graph below between capacity cardinal numbers centimeter (cm) cents (50¢ or \$0.50) chance/chances change chart circle circle graph cone congruent coordinates corner cube cup	cylinder decimal diameter difference digit distance divisible division (+, /, fraction bar) dollars (\$) dozen drawn to scale edge/edges equal equation estimate/estimation even/even number face/faces factor farthest figure flips folded foot/feet (ft) fraction gallon gram (g) graph greater greatest grid group height hexagon histogram horizontal hour	hundred impossible inch (in.) is equal to (=) kilogram (kg) is greater than (>) is less than (<) is not equal to (≠) kilometer (km) label least least likely length less than likely line line graph line of symmetry line segment long mass measure measurement meter (m) metric mile (mi) milligram (mg) milliliter (mL) millimeter (mm) minus month more than most most likely multiply/multiplication (X) nickel	non-standard unit number cube number line number pair number pattern number sentence octagon odd/odd number operation order ordered pair (x, y) ordinal numbers ounce (oz) p.m. pair parallel parallelogram pattern pentagon perimeter pictograph pie graph pint place value plane figure plus point polygon possible pound (lb and #) prediction prism probability probable probably problem solving	product pyramid quadrilateral quart quarter quotient radius/radii ray reasonable rectangle rectangular prism rectangular pyramid represents results rhombus right angle round down round up same scale scale of numbers second segment set shape side/sides similar single size solid figure solve spent sphere spinner square square centimeters square pyramid	standard unit steps subtraction (-) sum survey symbol symmetry/symmetrical table tally tally chart temperature thousand time ton total trapezoid triangle triangular prism triangular pyramid true turns twice unit unknown unlikely value variable Venn diagram vertex/vertices vertical volume week (wk) weight wide width yard (yd)
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By Fifth Grade

acute angle	least common multiple
angle	liter (L)
approximately	lowest terms
arc	mean (arithmetic average)
base	median
bisect	midpoint
characteristic	miles per hour (mph)
chord	mode
circumference	multiple
column	multiply/multiplication (* or •)
combination	nonagon
composite number	<i>n</i> th term
congruent symbols in	obtuse angle
coordinate graph	order of operations
correspond	per
cubic units (3)	percent (%)
data	perpendicular
decimeter	pint (pt)
degrees (°)	polygons
degrees Celsius (°C)	portion
degrees Fahrenheit (°F)	prime number
diagonals	proportion
diagram	quart (qt)
dimensions	quotient
dividend	random
divisor	range
elapsed time	ratio (": or "to")
equilateral triangle	reflections
exactly	regular polygon
expression	right angle symbol
gallon (gal)	right triangle
greatest common factor	rotations
heptagon	row
intersect	scale drawing
intersecting lines	scalene triangle
irregular polygon	sequence
is approximately equal to (≈)	slides
is congruent to (≅)	square units (2)
is parallel to ()	stem-and-leaf plot
is perpendicular to (⊥)	time zone
is similar to (∼)	ton (t)
isosceles triangle	triangle (Δ)
	value of

By Eighth Grade

adjacent	measure of angle
alternate exterior angles	minimum
alternate interior angles	odds
altitude	permutation
approximate	principle
ascend/ascending order	proportionally
axes	Pythagorean
commission	Theorem
complementary	quadrants
compound inequality	radical
consecutive	random
convert	rate
corresponding angles	real number
decagon	satisfy
descend/descending order	scattergram
discount	semi-circle
distinct	sequence
divisibility	simple interest
domain	skew
down payment	square root
earns	supplementary
factorial	surface area
foot (ft or ')	transversal
function	vertical angles
fundamental counting	x-axis
girth	y-axis
hypotenuse	
inch (in. or ")	
independent	
inequality	
is greater than or equal to (≥)	
is less than or equal to (≤)	
maximum	

Activity Projects to Make these Words Working Vocabularies

Students can sort these words into categories such as "operations" words and "size and shape" words. They also can use them as a check-list for their own math glossaries. Vocabulary from these lists should be included in explanations and in multiple choice and open-ended questions that students construct and take so they become confident math readers and writers. The words are cumulative, so students at upper grades should have a working knowledge of all the words on the tables. Students needing more assistance in learning these terms should learn them in context not as isolated words. Therefore, they should use them in sentences they write to explain what they mean with math examples they find or create.

MATH WORDS

The following words are part of ISAT sample questions requiring students to know these parts of mathematics.

To help students comprehend them, students can:

- ✓ *Make a math term glossary*
- ✓ *Write about math using some of these words*
- ✓ *Make up questions using these words*

acute angle (5)	angle (5)	approximate (7)
approximately (7)	area (4)	bar graph (6)
centimeter (3)	characteristic (4)	chart (3)
circle graph (6)	circumference (8)	cone (3)
congruent (3)	consecutive (8)	coordinate (5)
cube (3)	cubed (4)	cubic (4)
cylinder (4)	cylindrical (8)	data (3)
data point (8)	diameter (7)	digit (3)
dimension (5)	dimensional (5)	equal (3)
equality (4)	equivalency (4)	equivalent (4)
expression (4)	figure (3)	fraction (4)
fractional (4)	grid (4)	hexagon (3)
incongruent (3)	inequality (6)	input (5)
integer (8)	intersect (5)	intersection (5)
likelihood (3)	likely (3)	line segment (4)
maximum (6)	mean (5)	median (6)
milliliter (8)	minimum (6)	mode (3)
negative (8)	number line (3)	number sentence (4)
obtuse angle (5)	output (5)	parallel (6)
parallelogram (7)	pattern (3)	pentagon (4)
perimeter (3)	perpendicular (6)	pi (7)
pictograph (3)	place value (4)	plane (7)
plot (5)	point (3)	polygon (7)
positive (8)	prism (3)	probability (4)
probable (4)	Pythagorean formula (7)	quadrilateral (8)
random (6)	randomly (6)	range (6)
ratio (5)	rational (5)	rectangle (3)
rectangular (3)	rectangular prism (4)	rectangular pyramid (5)
repeat (3)	repeating (3)	right angle (5)
right triangle (7)	scale (5)	scatter plot (7)
sector (8)	segment (4)	slope (8)
solve (3)	square (4)	square pyramid (7)
squared (4)	surface area (8)	survey (4)
symmetrical (4)	symmetry (4)	table (6)
tally (3)	trapezoid (4)	triangle (4)
triangular (4)	triangular prism (4)	triangular pyramid (5)
value (4)	Venn diagram (4)	vertex (3)
vertices (4)	volume (3)	x-axis (8)
y-axis (8)		

EXPAND LITERACIES

Reading/Thinking/Writing Across the Curriculum

ISAT READING COMPREHENSION ITEM DISTRIBUTION (ISBE.net)

Grade	3	4	5	6	7	8
State Goal 1 – Reading	65%-80%	65%-80%	65%-80%	65%-75%	65%-75%	65%-75%
Standard 1A – Vocabulary Development	10%-15%	10%-15%	10%-15%	10%-15%	10%-15%	10%-15%
Words in Isolation	5%-10%	5%-10%	5%-10%	5%-10%	5%-10%	5%-10%
Words in Context	5%-10%	5%-10%	5%-10%	5%-10%	5%-10%	5%-10%
Standards 1B, 1C – Reading Strategies	8%-12%	8%-12%	8%-12%	8%-10%	8%-10%	8%-10%
Standard 1C – Reading Comprehension	47%-53%	47%-53%	47%-53%	47%-50%	47%-50%	47%-50%
Literal or Simple Inference	8%-14%	8%-14%	8%-14%	6%-12%	6%-12%	6%-12%
Summarizing and Main Idea	8%-12%	8%-12%	8%-12%	6%-10%	6%-10%	6%-10%
Sequencing and Ordering	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%
Drawing Conclusions Based on Evidence	6%-10%	6%-10%	6%-10%	6%-10%	6%-10%	6%-10%
Interpreting Instructions	6%-10%	6%-10%	6%-10%	6%-10%	6%-10%	6%-10%
Author’s Purpose and Design	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%
State Goal 2 – Literature	20%-35%	20%-35%	20%-35%	25%-35%	25%-35%	25%-35%
Standard 2A – Literary Elements and Techniques	12%-31%	12%-31%	12%-31%	17%-31%	17%-31%	17%-31%
Story and Literary Structure	4%-12%	4%-12%	4%-12%	6%-12%	6%-12%	6%-12%
Characterization	4%-10%	4%-10%	4%-10%	6%-10%	6%-10%	6%-10%
Literary Terms and Devices	4%-10%	4%-10%	4%-10%	6%-10%	6%-10%	6%-10%
Standard 2B – Variety of Literary Works	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%
Total	100%	100%	100%	100%	100%	100%

Expand vocabulary to learn more and succeed on ISAT.

Numbers indicate grade level at which term is first used on ISAT samples.

Students can increase their fluency with these words by:

- Making a glossary
- Writing sentences with these words
- Grouping words by kind of word—adjective, verb
- Grouping words by prefix/root
- Grouping words by how they help you tell about what you read:
 - Words that tell what kind of passage it is
 - Words that tell you what kinds of things to think about when reading
 - Words that tell you about the author’s techniques

according to (4)	alike (3)	alliteration (6)
antonym (5)	article (3)	as used in (4)
aspect (8)	author (3)	author’s purpose (3)
base word (3)	belongs (3)	best describes (4)
biography (5)	bold print (4)	character (7)
comparison (6)	complain (3)	conclusions (4)
describe (4)	description (3)	descriptive (6)
detail (5)	dialogue (4)	different from (3)
direct (4)	emphasize (8)	entertain (3)
essay (8)	etymology (7)	event (5)
expect (5)	experience (7)	explain (3)
expository (5)	extended-response (3)	extraordinary (5)
fable (3)	fairy tale (3)	fictional (5)
first person (7)	flashback (4)	genre (3)
historical fiction (7)	humor (4)	hyperbole (8)
inform (3)	information (3)	ironic (8)
legend (5)	literary device (6)	mainly (3)
mainly about (4)	manual (7)	mean (3)
meaning of (5)	metaphor (6)	most like (3)
most likely (3)	most likely reason (5)	narrative (5)
nonfiction (3)	observations (8)	occurred (5)
onomatopoeia (6)	opinion (4)	opposite of (3)
organized (3)	paragraph (4)	part of speech (7)
passage (3)	personification (8)	persuade (3)
persuasive (5)	phrase (7)	plot (6)
point of view (7)	purpose (3)	reason (5)
refer to (8)	remember (6)	repetition (6)
rewrite (3)	rhyme (4)	selection (5)
sentence (4)	simile (6)	stanza (7)
statement (4)	summary (4)	support your answer (3)
synonym (5)	theme (6)	third person (7)
third person objective (7)	third person omniscient (7)	title (3)
tone (6)	understand (3)	volume (7)

WHAT ARE THE ESSENTIAL READING ABILITIES?

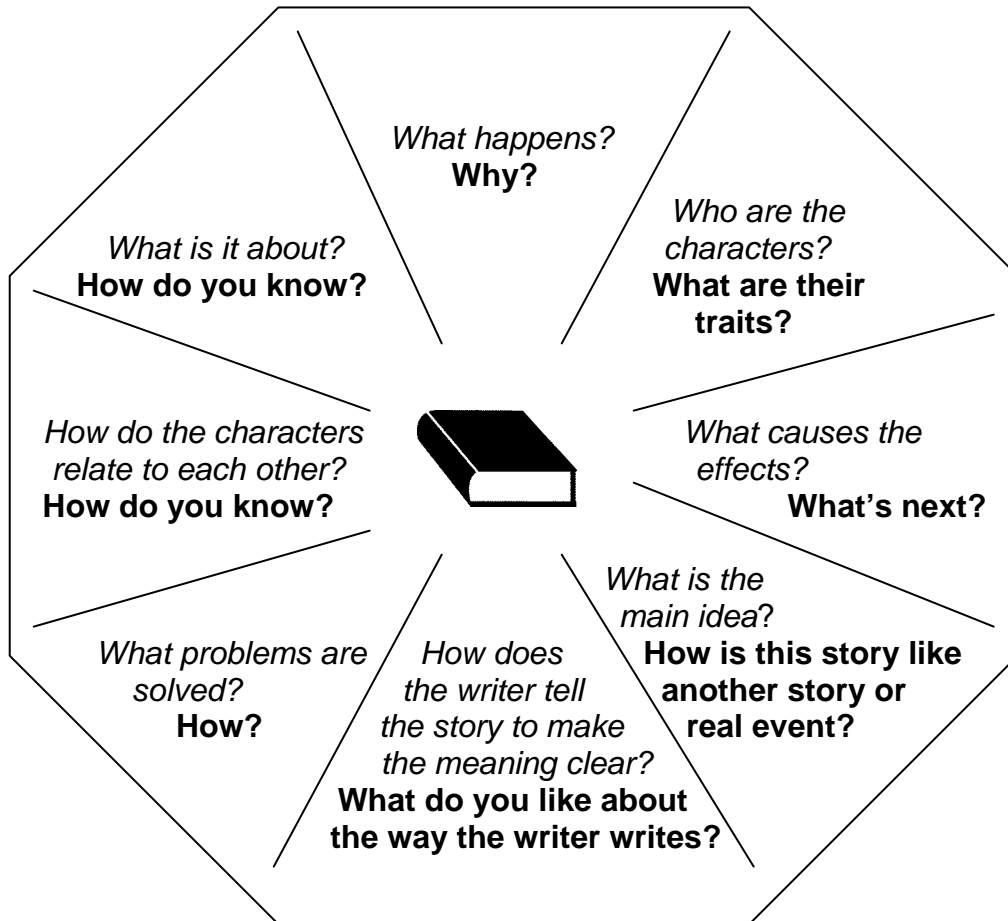
Here is the ISBE answer.

- Make and verify predictions based on prior knowledge and text.
- Identify probable outcomes or actions.
- Clarify an understanding of text by creating outlines, notes, or other visual representation
- Use information in illustrations to help understand a reading passage.
- Determine which illustrations support the meaning of a passage.
- Determine the purpose of features of informational text
- Distinguish between minor and significant details in a passage.
- Compare the content and organization of various selections.
- Relate information in the passage to other readings on the same topic.
- Relate information in the passage to other readings.
- Identify explicit and implicit main ideas.
- Distinguish the main ideas and supporting details in any text.
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- Determine the author's purpose for writing a fiction or nonfiction text
- Explain how the author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.
- Identify the author's message or theme.
- Identify setting (i.e., place and time period).
- Recognize points of view in narratives (e.g., first person).
- Determine character motivation.
- Explain how the literary devices (e.g., imagery, metaphor, figurative language dialogue) contribute to the meaning of a literary selection.

What is reading? Reading is comprehensive.

One skill or question is just part of understanding a story.

Make sure that students read thoroughly.



- What did you like about the story?
- What would you tell someone else about what happens?
- What would you ask the writer?
- How would you change the story—what would you add or change?
- Based on what you read and what you knew, what do you think—
What did the people in this story learn from the events?
How is what they learned important for people to understand?
Use information from the story and your own experience to explain your answer.

DEVELOP READING COMPETENCE WITH DIFFERENT GENRES

1C I can read a broad range of materials; 2B I can interpret a variety of literary works.

CHECK PROGRESS: Check the genres your students have read and will read.

MAKE PROGRESS:

A genre is a kind of literary work. It's a style that authors use to express their ideas. Students need the skills of reading to understand every genre.

Students can write in a genre.

First, read something in that genre.

Then list what kinds of techniques the writer uses. Then write your own versions as a class, with a writing partner, or independently.

Genre	Definition	What we read.	What we will read.
Fiction	Fiction is a type of writing based on imagination.		
Historical fiction	Historical fiction is based on imagination but based on real events.		
Mystery	A mystery is a piece of fiction that deals with puzzles or detectives.		
Science-fiction	Science-fiction is an imaginary science narrative.		
Nonfiction	Nonfiction is a type of writing that explains facts.		
Poetry	Poetry is a type of writing that uses rhythm to tell ideas & feelings. It may rhyme and use symbols.		
Biography	A biography is a narrative of someone's life.		
Auto-biography	An autobiography is a narrative of someone's life by that person.		
Adventure	Adventure could be either fact or fiction. It is a narrative about an exciting event.		
Fantasy	Fantasy involves characters, situations, or settings that are not really possible.		
Drama	A play uses characters and dialogue to tell a story. It may be fiction or non-fiction.		

MAKE SCIENCE PROGRESS

Science Content Category Table

Grade	4	7
State Goal 11	20%	20%
Standard 11A – Scientific Inquiry	10%	10%
Standard 11B – Technological Design	10%	10%
State Goal 12	60%	60%
Standard 12A – Living Things ¹	10%	10%
Standard 12B – Environment and Interaction of Living Things	10%	10%
Standard 12C – Matter and Energy ²	10%	10%
Standard 12D – Force and Motion	10%	10%
Standard 12E – Earth Science ³	10%	10%
Standard 12F – Astronomy	10%	10%
State Goal 13	20%	20%
Standard 13A – Safety and Practices of Science	10%	10%
Standard 13B – Science, Technology, Society ⁴	10%	10%
Total	100%	100%

¹ Includes the following topics: Classification, Cell Biology (Grade 7 only), Reproduction (Grade 4 only), Genetics and Reproduction (Grade 7 only), Botany (Grade 7 only), Change Over Time (Grade 7 only)

² Includes the following topics: Properties of Matter, The Atom (Grade 7 only), Acids and Bases (Grade 7 only), Energy/Electricity (Grade 4 only), Electricity (Grade 7 only), Light

³ Includes the following topics: Basic Earth Science (Grade 4 only), The Earth’s Structure (Grade 7 only), The Earth’s Dynamic Processes, The Atmosphere, Water

⁴ Includes the following concept: Measurement

Fourth Grade ISAT Science Vocabulary

When students take the ISAT science test, they will need to be able to comprehend science explanations and questions. The following list includes some important 4th grade level science content words and some words that are used to ask students to interpret information on the test. The list includes words from the ISAT 2008 Sample Test for Fourth Grade.

Ways to help students develop fluency with these words include:

- Make a glossary
- Group words by root words
- Group words by topic
- Write about a topic in science using some of these words.
- Make a cross-word puzzle or matching game with these words.

amount	attract
attraction	carnivore
carnivorous	cause
charged	compare
conclude	conclusion
conclusive	contrast
data	decompose
density	dense
diagram	effect
erosion	erode
estimate	estimation
expand	experiment
friction	gas
graph	identify
identification	intensity
invertebrate	lever
liquid	measure
measurable	negative
nutrient	nutrition
nutritious	particle
photosynthesis	plane
pole	positive
predatory	prey
predict	prediction
pressure	predator
relate	relationship
repel	resource
similar	similarity
solid	temperature
variable	vary
vertebrate	weigh

Seventh Grade ISAT Science Vocabulary

When students take the ISAT science test, they will need to be able to comprehend science explanations and questions. The following list includes some important 7th grade level science content words and some words that are used to ask students to interpret information on the test. The list includes words from the ISAT 2008 Sample Test for Seventh Grade.

Ways to help students develop fluency with these words include:

- Make a glossary.
- Group words by root words.
- Group words by topic.
- Write about a topic in science using some of these words.
- Make a crossword puzzle or matching game with these words.

amoeba	analysis	analyze
average	bacteria	bacterium
base	bio (prefix)	biodegradable
biodegrade	buoy	buoyancy
buoyant	carnivore	carnivorous
cause	compare	comparison
conclude	conclusion	conclusive
condensation	condense	constellation
consume	consumption	contrast
degrade	diagram	diffraction
Diffuse	diffusion	dominant
dominate	effect	erode
erosion	estimate	estimation
exert	factor	flagellum
friction	granite	graph
herb	herbivore	identification
identify	igneous	litmus paper
mass	measurable	measure
media	medium	meiosis
mitosis	obsidian	omni- (prefix)
omnivore	orbit	osmosis
palmate	parasite	pinnate
pole	predict	prediction
rate	recess	recessive
reflect	reflection	refract
refraction	relate	relationship
reproduce	reproduction	sedimentary
separation	sequence	sequential
similar	similarity	trend
volume		

Make Social Studies Connections

SOCIAL STUDIES SCOPE AND SEQUENCE

Recommended Topics Based on the Illinois Learning Standards

We recommend the following sequence, which is incorporated in the grade-level “maps”, but you may decide to change the sequence based on your priorities.

We recommend that you ask a “big question” as you start each unit.

The following chart lists the sequence of content areas and also provides examples of very big questions that could be adapted to organize units that will give students opportunity to develop thinking abilities as well as expand knowledge.

	Social Studies
First Quarter	Geography Who lives where, why, how? How and why have people changed the places they live?
Second Quarter	Culture What’s important to the ways people live, the choices they make?
Third Quarter	Economics How do people use what they have to get what they need and want?
Fourth Quarter	Government What systems have people set up to live and work together? What should people do to bring about more progress?

GEOGRAPHY TOPICS AND QUESTIONS

Themes from Geography Education National Improvement Project

BIG QUESTION FOR GEOGRAPHY:

WHAT IS THE GEOGRAPHY OF ____ AND HOW DOES IT AFFECT PEOPLE THERE?

K	Place: My Classroom 17A What happens here?	Place: My school 17A How does my school work?	Places: Home 17A Who lives where?	People and Places 17A How do people help each other?	SYNTHESIS <i>Draw features of home, school</i>
1	Place: Me and my 17A neighborhood What places are in a neighborhood?	Place: Work in my neighborhood 17A What work do people do in a neighborhood?	Movement: streets in my neighborhood 17A What is on our street?	Movement: going places 17A How and where do people go?	SYNTHESIS <i>Draw or match features; draw pictures or act stories of what happens in different places in the neighborhood.</i>
2	Our community Places 17A What places are in the community?	Our community Workers 17A What workers help our community?	Our community 17A Transportation How do people travel in our community?	Our community and the city 17A What links our community and the city?	SYNTHESIS <i>List, picture features; describe features; make map; complete booklet or model of community geography.</i>
3	Location: Where are we? 17A What is where in the city?	Place: City places 17A Who lives and works where in Chicago?	Region: City areas 17A What is in different parts of Chicago?	Movement: City 17A How, where, and why do people travel in the city?	SYNTHESIS <i>List, illustrate, explain features of a city; diagram relationships; Write own guide to city including map and vocabulary terms.</i>
4	Location: Where are we? 17A	Place: What's where in Illinois? 17A	Region: What regions are in Illinois and the US? 17A	Movement: Traveling in Illinois 17A	SYNTHESIS <i>Write and illustrate an Illinois geography guide. List, illustrate, explain features and relationships. Use terms correctly.</i>
5	Location: Where are we? 17AC	Place: Our land—from sea to shining sea 17AC What is special about the United States geography?	Region: What regions are in the US? 17AC	Movement: How, where and why do people travel in the US 17C	SYNTHESIS <i>Make US geography guide—or write the story of a US geography journey; include map and explain features and relationships. Use terms correctly.</i>
6	Location: How do you read a world map? 17A	Place: Where in the world are important places? 17C	Region: How does geography affect living in different regions? 17C	Movement: How and why do people travel? 17C	SYNTHESIS <i>Write/illustrate booklet or display. Explain features and relationships of world geography. Use terms correctly.</i>
7	Location: How do you use different kinds of maps? 17A	Place: What do maps show about the US and world? 17C	Region: What is important about US regions today? 17C	What is an important region of the US in the past—and why? 17C	SYNTHESIS <i>Write/illustrate booklet or display. Explain features and relationships of US geography. Use terms correctly.</i>
8	Location: What do maps show about the US and the world? 17C	Place: What places have been important in US history—and why? 17A	Region: What parts of the US are important today? 17C	Place: How has the United States changed? 17D	SYNTHESIS <i>Write/illustrate booklet or display. Explain features and relationships of world geography. Use terms correctly.</i>

CULTURE TOPICS AND QUESTIONS

Big question for culture: What is important in the culture of _____ ?

K	Listen, read, draw: What's important to families? 18 A	Listen, read, draw: How and what do families celebrate? 18 A	Listen, read, draw How do families work together? 18 A c	How do families live together? 18 A	SYNTHESIS <i>Give examples of how a family shares values in how they live and what they celebrate.</i>
1	How do people live in our neighborhood? 18A, 5A	How do people show they value each other. 18A,5A good help hope	What do people value in our neighborhood 16AB and how do they show it? 18A	What do people celebrate in our neighborhood? 18A	SYNTHESIS <i>Describe values; illustrate and explain what values mean to the way people live in our Culture 16AB and what is important to them.</i>
2	How did people meet needs in our community in the past? 16A	What values did people in people in our community have the past? 16A	How do people in our community and others meet needs today? 18A	How do people in communities show values today. 18A	SYNTHESIS <i>Describe values; illustrate and explain examples of a community's values in the past and today.</i>
3	How did people live in Chicago long ago? 16A	How, where, and why did people travel in Chicago long ago? 16A, 5A	What was important to people in Chicago in the past? 16A	What values of Chicago stayed the same or changed and how that affects us today? 18A	SYNTHESIS <i>Explain Culture with examples from Chicago. Identify ways Chicago has changed. Give examples of values and their importance to Chicago.</i>
4	How did people live in Illinois in the past? 16A	How, where, and why did people travel in Illinois in the past? 16A	How and why have people changed Illinois? 16A	What values of people have stayed the same and what values have changed? 18A	SYNTHESIS <i>List, illustrate, give examples of choices of a culture; Write/illustrate to explain values and traditions</i>
5	How did people live in the US in the past? 16A, D	How, where, and why did people travel in the US in the past? 6A,D	How have communication and technology changed—and how does that affect the US today? 16A,D,	What values of the U.S. have stayed the same; what values have changed? 18A,C, 5A	SYNTHESIS <i>List, illustrate, give examples of choices of a culture; Write/illustrate to explain values and traditions</i>
6	Who lives where why? 16A,D, 18A	Who lives how—why? 16A,,D, 18A	Values—how are they different/alike for different cultures? 16A,D, 18A	How do values influence traditions and history; how does a Culture 16AB change? 18A,C	SYNTHESIS <i>List, illustrate, give examples of parts and patterns of a culture; Write/illustrate to explain values and traditions, continuity and change</i>
7	US Choices--Where and how have people chosen to live? 16A,D, 18A	US choices—where and how have people chosen to move? 16A,D, 18A	US Choices—what is important now? 16A,D, 18A	What choices from the past are important to the US today? 16AB 18A D	SYNTHESIS <i>List, illustrate, give examples of parts and patterns of a culture; Write/illustrate to explain values and traditions</i>
8	US Choices—what choices have people made about how to work? 16A,D, 18A	US Choices—what choices have people made about how to live? 16A,D, 18A	US Changes—what changes have people made that changed the US? 16A,D, 18A	What values still are important to the US today? 16AB 18AC	SYNTHESIS <i>List, illustrate, give examples of parts and patterns of a culture; Write/illustrate to explain values and traditions</i>

ECONOMY TOPICS AND QUESTIONS

Big Question for economics: What are the parts of the economy and how do they fit together and change?

K	work What work do people do in school? ILS 15 D,E	work What tools do people use in their jobs? ILS 15 D, E	money How do people get and use money? ILS 15C	my choices Who I will be in the future? ILS 15 A, B, C, D,E	SYNTHESIS <i>Describe and explain kinds of work people do.</i>
1	work What work do people do in the neighborhood? ILS 15 D,E	work What tools do people use in their jobs in the neighborhood? ILS 15 D, E	money How do people get and use money? ILS 15C	my choices Who I will be in the future? ILS 15 A, B, C, D,E	SYNTHESIS Describe and explain kinds of work people do.
2	What are the parts of the community economy? ILS 15D,E	What workplaces are in the community? ILS 15D,E	What jobs are part of our community? ILS 15 D,E	How do people make community choices? ILS 15 D,E	SYNTHESIS Write a paragraph or booklet about the economy in the community.
3	What are parts of the Chicago economy. ILS15ABCD	What work do people do and how? ILS15ABC	What businesses are in Chicago—and why? ILS15ABC	How do the parts of the Chicago economy fit together? ILS15ABCD	SYNTHESIS Write, draw, explain the Chicago economy.
4	What are the parts of the Illinois economy? ILS15ABCD	Why is transportation an important part of the economy? ILS15ABCD	Why is communication an important part of the economy? ILS15ABCD	What changes have happened in the economy? ILS15ABCD	SYNTHESIS Write with examples, graphs and facts, to explain how the Illinois Economy works.
5	What kinds of work have people done in the past? What kinds of work do they do today? ILS15ABCD	How has transportation affected the economy? ILS15ABCD	How has the environment affected and been affected by the economy? ILS15ABCD	How does an economy change? ILS15ABCD	SYNTHESIS Write about economic changes in the US—past/present/future
6	What is an economy? ILS15ABCD	<i>How has work changed?</i> ILS15ABC	How have kinds of businesses changed? ILS15ABC	How do countries work together to solve economic problems? ILS15ABCD	SYNTHESIS Make an exhibit or booklet about how economies work.
7	What was important in the early US economy? ILS15ABCD	What is important in the US economy today? ILS15ABCD	How has the US economy changed? ILS15ABCD	How has work changed? ILS15ABCD	SYNTHESIS Use data to explain how the economy works.
8	How has government affected the economy? ILS15ABCD	What economic challenges have people faced? ILS15ABCD	How and why has the economy changed? ILS15ABCD	What economic challenges do we face today? ILS15ABCD	SYNTHESIS Use numerical data and current or historical information to write about how economies work.

GOVERNMENT TOPICS AND QUESTIONS

BIG QUESTION FOR GOVERNMENT: HOW DOES GOVERNMENT WORK, AFFECT PEOPLE, AND CHANGE?

K	Why do we have rules?	How do people share?	What are some safety rules?	What are ways people stay healthy?	SYNTHESIS
1	How do leaders help people? 14A	How do citizens help their neighbors? 14C	What community workers help us? ILS 15 D,E	What work do people do in our neighborhood? ILS 15 D,E	SYNTHESIS Based on what I knew and what I learned, what do I think is important?
2	What government services do we have? 14A	What do citizens do in a community? 14C	Who is a community leader? ILS 14C	What progress should our community make? ILS 14C	SYNTHESIS Write/draw to show how the government is part of the community.
3	How does city government work? 14A	How does a city use its resources? 14A	What kinds of jobs does government do in the city? Government 14B 15B	How does government help people travel and learn in the city? 14B 15B	SYNTHESIS Write about Chicago's government.
4	How do laws and courts work? 14AB	What agencies are important to people? 14AB	What do voters need to do? 14AB	What do leaders need to do? 14AB	SYNTHESIS Based on what I knew and what I learned, what do I think is important to understand state government?
5	What laws are important—and why? 14A	How do the parts of government work—and affect you? 14A	What is the President's job—and how does it affect you? 14A	What changes should we make for more progress? 14A	SYNTHESIS Based on what I knew and what I learned, what do I think is important to understand US government?
6	What is a nation? 14A,D	What kinds of governments are there? 14D	What choices does a government make? 14B 15 D,E	How does technology affect a country's development? 14B 15 D,E	SYNTHESIS Write and give examples of kinds and Systems of government.
7	What is a nation? 14A,D	What do leaders need to know and do? 14D	What economic choices does a government make? 14B 15 D,E	How have governments changed? 14B 15 D,E	SYNTHESIS Write and give examples of kinds and Systems of government.
8	What is a nation? 14A,D	What kinds of governments are there? 14D	What economic choices does a government make? 14B 15 D,E	How have governments changed? 114B 5 D,E	SYNTHESIS Write and give examples of kinds and Systems of government.

ISAT WRITING REQUIREMENTS

	3 rd grade	5 th grade	6 th grade	8 th grade
Standard 3A – Grammar, Sentence Structure, Spelling, Punctuation, and Capitalization	9%	9%	9%	9%
Grammar and Sentence Structure	4%	4%	4%	4%
Spelling	2%	2%	2%	2%
Punctuation and Capitalization	3%	3%	3%	3%
Standards 3B, 3C – Composition	91%	91%	91%	91%
Expository	91%	91%		
Focus	18%	18%		
Support	18%	18%		
Organization	18%	18%		
Integration	37%	37%		
Persuasive			45.5%	45.5%
Focus			9%	9%
Support			9%	9%
Organization			9%	9%
Integration			18.5%	18.5%
Narrative			45.5%	45.5%
Focus			9%	9%
Elaboration			9%	9%
Organization			9%	9%
Integration			18.5%	18.5%
	100%	100%	100%	100%