

This standards-correlation document demonstrates how Inquiry Journeys meets the Illinois Social Studies Standards, 2022. Correlation page references are to lessons from the digital curriculum. Correlations are designed to give specific examples of how Inquiry Journeys addresses state standards, but are not exhaustive.

Inquiry K-2	
Developing Questions and Planning Inquiries	
Illinois Standard	Inquiry Journeys Evidence
SS.K-2.IS. 1 Create questions that are relevant to self as they relate to the content of the Social Science Standards.	<p>“Generating Investigation Questions” Lessons (All Grade K-2 Inquiries, Module 1)</p> <p>“Planning Interview Questions” Lesson (“Navigating School,” Module 3)</p> <p>“Generating Oral History Questions” Lesson (“Innovation,” Module 2)</p>
SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and distinguish fact from opinion.	<p>“Understanding Time to Make Plans” Lesson (“Past, Present, and Future,” Module 3)</p> <p>“How Differences Enrich a Community” Lesson (“Families Near and Far,” Module 4)</p> <p>“Case Study: Restoring the Landscape” Lesson (“Our Changing Landscape,” Module 5)</p> <p>“Innovator Investigation” Lesson (“Innovation,” Module 3)</p>
Evaluating Sources and Using Evidence	
Illinois Standard	Inquiry Journeys Evidence
SS.K-2.IS.3. With guidance and support, gather relevant information from multiple sources to analyze information.	<p>“Different Skills Make a Team Stronger” Lesson (“My Team and Self,” Module 4)</p> <p>“Reading About Traditions” Lesson (“Families Near and Far,” Module 3)</p>

	"Investigating the Textile Mills" Lesson ("Innovation," Module 4)
SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.	<p>"Making Informed Decisions" Lesson ("Civic Engagement," Module 3)</p> <p>"Determining What Information is Valuable" Lesson ("Civic Engagement," Module 3)</p> <p>"Analyzing a Legend as an Historical Source" Lesson ("Innovation," Module 4)</p>
Communicating Conclusions and Taking Informed Action	
Illinois Standard	Inquiry Journeys Evidence
SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.	<p>"Special Qualities Partner Critique" Lesson ("My Team and Self," Module 4)</p> <p>"Sharing our Timelines" Lesson ("Past, Present, and Future," Module 4)</p> <p>"Champion for Change" and "Small Group Critique" Lesson ("Civic Engagement," Module 4)</p> <p>"Survival Plan Partner Critique" Lesson ("Our Changing Landscape," Module 3)</p>
SS.K-2.IS.6. With guidance and support, reflect on one's inquiry process and findings.	<p>"Synthesizing Findings and Drawing Conclusions" Lesson ("Navigating School," Module 5)</p> <p>"Reflecting on Family Findings" Lesson ("Families Near and Far," Module 5)</p> <p>"Reflecting on Working Together for the Community" Lesson ("Civic Engagement," Module 5)</p> <p>"Synthesizing Findings and Drawing Conclusions" Lesson ("Our Changing Landscape," Module 5)</p> <p>"Reflecting on the Future of Innovation" Lesson ("Innovation," Module 5)</p>
SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.	<p>"Constructing the Inquiry Challenge Statement" (All Grade K-2 Inquiries, Module 5)</p> <p>Note: Additionally, Module 6 of every Grade K-2 Inquiry guides students to take Informed Action based on the Inquiry Challenge they issue.</p>

Civics K-2

Civic and Political Institutions

Illinois Standard	Inquiry Journeys Evidence
SS.K.CV.1. With guidance and support, identify the roles of individuals and leaders and their responsibility to meet the needs of different people and communities.	<p>“Identifying School Helpers” Lesson (“Navigating School,” Module 3)</p> <p>“Exploring Leadership Roles” Lesson (“Civic Engagement,” Module 2)</p>
SS.1.CV.1. With guidance and support, explain how individuals who live, learn, and work together make important decisions, and the effect that these decisions have on a variety of diverse communities.	<p>“Everyone Plays a Role in Community” Lesson (“Our Special Location,” Module 5)</p> <p>“Communities in Action” Lesson (“Our Special Location,” Module 5)</p> <p>“What It Means to Be a Leader” Lesson (“Civic Engagement,” Module 2)</p>
SS.2.CV.1. With guidance and support, identify features and functions of governments.	<p>“Rules and Laws” Lesson (“Civic Engagement,” Module 2)</p> <p>“Exploring Leadership Roles” Lesson (“Civic Engagement,” Module 2)</p> <p>“A Closer Look at Productive Resources” Lesson (“Meeting Needs and Wants,” Module 4)</p>

Processes, Rules, and Laws

Illinois Standard	Inquiry Journeys Evidence
SS.K.CV.2. With guidance and support, identify reasons for rules and explain how rules establish responsibilities and roles for various settings.	<p>“Reflecting on Norms Around School” Lesson (“Navigating Schools,” Module 2)</p> <p>“Considering the Consequences of our Actions” Lesson (“Navigating School,” Module 4)</p>
SS.1.CV.2. Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one's own and other groups	<p>“Rules and Laws” Lesson (“Civic Engagement,” Module 2)</p> <p>“Determining Fairness” Lesson (“Civic Engagement,” Module 2)</p> <p>“Reflecting on Key Concepts” Lesson (“Civic Engagement,” Module 2)</p>
SS.2.CV.2. With guidance and support, describe how communities can collaborate to accomplish tasks, establish roles and responsibilities, and achieve equitable outcomes for the community.	<p>“Meeting our Community’s Needs or Wants” Lesson (“Meeting Needs and Wants,” Module 4)</p> <p>“Time, Talent, Treasure” Lesson (“Meeting Needs and Wants,” Module 5)</p>

	<p>“Case Study: Young People Making a Difference” Lesson (“Meeting Needs and Wants,” Module 5)</p> <p>“Making an Action Plan” Lesson (“Meeting Needs and Wants,” Module 5)</p>
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Economics K-2	
Economic Decision-Making	
Illinois Standard	Inquiry Journeys Evidence
SS.K.EC.1. Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).	<p>“Wisdom to Prepare for the Future” Lesson (“Past, Present, and Future,” Module 5)</p> <p>“Exploring Needs and Wants” Lesson (“Meeting Needs and Wants, Module 2)</p> <p>“Uh Oh! Cards” Lesson (“Meeting Needs and Wants,” Module 2)</p>
SS.1.EC.1. Explain and give examples of when choices are made that something else is given up.	<p>“Making Tough Choices!” Lesson (“Meeting Needs and Wants,” Module 2)</p> <p>“Debriefing Tough Choices” Lesson (“Meeting Needs and Wants,” Module 2)</p>
SS.1.EC.2. Describe the skills and knowledge required to produce certain goods and services.	<p>“Goods and Services in My Community” Lesson (“Our Special Location,” Module 4)</p> <p>“How Producers Create a Good or Service” Lesson (“Meeting Needs and Wants,” Module 4)</p>
SS.2.EC.1. Demonstrate how our choices can affect ourselves and others in positive and negative ways.	<p>“Making Tough Choices!” Lesson (“Meeting Needs and Wants,” Module 2)</p> <p>“Debriefing Tough Choices” Lesson (“Meeting Needs and Wants,” Module 2)</p>
SS.2.EC.2. Explain the role of money in making exchange easier.	<p>“Earning and Saving” Lesson (“Meeting Needs and Wants,” Module 3)</p> <p>“Using a Budget” Lesson (“Meeting Needs and Wants,” Module 3)</p>
SS.2.EC.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.	<p>“Goods and Services in My Community” Lesson (“Our Special Location,” Module 4)</p> <p>“Goods Near and Far” Lesson (“Our Special Location,” Module 4)</p>
Financial Literacy	
Illinois Standard	Inquiry Journeys Evidence

SS.1.EC.3. Explain how people are compensated for work.	<p>“Exploring Roles and Responsibilities” Lesson (“Families Near and Far,” Module 4)</p> <p>“Earning and Saving” Lesson (“Meeting Needs and Wants,” Module 3)</p>
SS.2.EC.4. Explain that money can be saved or spent on goods and services.	<p>“Earning and Saving” Lesson (“Meeting Needs and Wants,” Module 3)</p> <p>“Evaluating Benefits and Costs” Lesson (“Meeting Needs and Wants,” Module 3)</p> <p>“Reflecting on Spending and Saving” Lesson (“Meeting Needs and Wants,” Module 3)</p>

Geography K-2	
Geographic Representations: Spatial Views of the World	
Illinois Standards	Inquiry Journeys Evidence
SS.1.G.1. With guidance and support, construct and interpret print and digital maps and other cultural representations of familiar places.	<p>“Building a 3D Classroom Map” Lesson (“Navigating School,” Module 2)</p> <p>“Mapping our Location” Lesson (“Our Special Location,” Module 2)</p> <p>“Reading Map Symbols” Lesson (“Our Special Location,” Module 2)</p> <p>“All Kinds of Maps” Lesson (“Our Special Location,” Module 2)</p>
SS.2.G.1. With guidance and support, use print and digital maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	<p>“Our Geography” Lesson (“Our Changing Landscape,” Module 2)</p> <p>“Reflecting on our Landscape” Lesson (“Our Changing Landscape,” Module 2)</p>
Human-Environment Interaction: Places, Regions, and Culture	
Illinois Standards	Inquiry Journeys Evidence
SS.K.G.1. With guidance and support, explain how weather, climate, and other environmental factors affect people's lives and cultural identities in our region.	<p>“Everything Has a Season” Lesson (“Past, Present, and Future,” Module 3)</p> <p>“Accessing Water in Different Environments” Lesson (“Our Changing Landscape,” Module 3)</p> <p>“How Shelters Connect to their Environment” Lesson (“Our Changing Landscape,” Module 3)</p>

SS.1.G.2. With guidance and support, describe how human activities affect the cultural and environmental characteristics of places or regions.	<p>“Introduction to Modifications” Lesson (“Our Changing Landscape,” Module 4)</p> <p>“Modifications Research” Lesson (“Our Changing Landscape,” Module 4)</p> <p>“Growing Population, Growing Impact” Lesson (“Our Changing Landscape,” Module 4)</p>
SS.2.G.2. With guidance and support, identify some cultural and environmental characteristics of your community and compare them to other places or regions.	<p>“Our Environment” Lesson (“Our Special Location,” Module 3)</p> <p>“How Climate Shapes Ways of Life” Lesson (“Our Special Location,” Module 3)</p> <p>“Reflecting on Environment and Daily Life” Lesson (“Our Special Location,” Module 3)</p> <p>“Types of Communities: Urban, Suburban, Rural” Lesson (“Our Special Location,” Module 4)</p>
Human-Environment Interaction: Spatial Patterns and Movement	
Illinois Standards	Inquiry Journeys Evidence
SS.K.G.2. With guidance and support, explain how people and goods move from place to place.	“Goods Near and Far” Lesson (“Our Special Location,” Module 4)
SS.K.G.3. With guidance and support, identify characteristics of print and digital maps, graphs, and other cultural representations of familiar places.	<p>“Describing Position and Location- Parts 1 & 2” Lessons (“Navigating School,” Module 2)</p> <p>“Building a 3D Classroom Map” Lesson (“Navigating School,” Module 2)</p>
SS.1.G.3. Compare how people in different types of communities use local and worldwide environments to meet their daily needs.	<p>“Meeting our Basic Needs” Lesson (“Our Changing Landscape,” Module 3)</p> <p>“Accessing Water in Different Environments” Lesson (“Our Changing Landscape,” Module 3)</p> <p>“How Shelters Connect to their Environment” Lesson (“Our Changing Landscape,” Module 3)</p>
SS.2.G.3. Describe the connections between the physical environment of a place and the economic activities found there.	<p>“Types of Communities: Urban, Suburban, Rural” Lesson (“Our Special Location,” Module 4)</p> <p>“Growing Population, Growing Impact” Lesson (“Our Changing Landscape,” Module 4)</p> <p>“Case Study: Farming in a City” Lesson (“Our Changing Landscape,” Module 4)</p>

History K-2

Change, Continuity, and Context

Illinois Standards	Inquiry Journeys Evidence
SS.K.H.1. With guidance and support, compare life in the past to life today, including the points of view of diverse groups of people.	<p>“When Did It Happen? Analyzing Photo Evidence” Lesson (“Past, Present, and Future,” Module 2)</p> <p>“Comparing Past and Present for Women in Sports” Lesson (“Civic Engagement,” Module 4)</p> <p>“Investigating the Textile Mills” Lesson (“Innovation,” Module 4)</p>
SS.K.H.2. Identify and describe the purpose of the national holidays of the United States, the major holidays of diverse groups, and the bravery or achievements of the diverse people who make these days special holidays.	<p>“Holiday Traditions” Lesson (“Families Near and Far,” Module 3)</p>
SS.1.H.1. Create a chronological sequence of multiple events based on current learning.	<p>“Practicing Chronological Order” Lesson (“Past, Present, and Future,” Module 4)</p> <p>“Creating a Personal Timeline” Lesson (“Past, Present, and Future,” Module 4)</p> <p>“Innovations Over Time” Lesson (“Innovation,” Module 2)</p>
SS.1 H.2. Generate questions and investigate diverse individuals and groups who have shaped a significant historical change.	<p>“Standing Up Against Unfair Rule- Part 1 & 2” Lesson (“Civic Engagement,” Module 4)</p> <p>“Inspirational Kids Changing the World” Lesson (“Civic Engagement,” Module 5)</p> <p>“Case Study: Passing of the Americans with Disabilities Act” Lesson (“Civic Engagement,” Module 5)</p>
SS.2.H.1. Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.	<p>“Comparing Past and Present for Women in Sports” Lesson (“Civic Engagement,” Module 4)</p> <p>“Landscapes Then and Now” Lesson (“Our Changing Landscape,” Module 2)</p> <p>“Food Production Past and Present” Lesson (“Our Changing Landscape,” Module 3)</p>

Perspectives

Illinois Standards	Inquiry Journeys Evidence
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<p>SS.1.H.3. With guidance and support, investigate how our perspectives of historical events have changed over time.</p>	<p>“Comparing Past and Present for Women in Sports” Lesson (“Civic Engagement,” Module 4)</p> <p>“Champion for Change” Lesson (“Civic Engagement,” Module 4)</p>
<p>SS.2.H.2. Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and groups.</p>	<p>“Innovation Changes Lives” Lesson (“Innovation,” Module 2)</p> <p>“The Transcontinental Railroad” Lesson (“Innovation,” Module 4)</p>