

ISE



INTERNATIONAL
SCHOOL

SOCIAL STUDIES CURRICULUM STANDARDS ORGANIZED BY GRADE LEVEL

Curriculum standards are divided into nine strands:

Time, Continuity, and Change

Connections and Conflict

People, Places, and Environment

Culture

Society and Identity

Governance and Citizenship

Production, Distribution, and Consumption

Science, Technology, and Society

Social-Emotional Health

The curriculum standards in this document were based on AERO (American Education Reaches Out) in the United States and were revised to fit ISE's student population. More information about the AERO Standards can be found at: <http://www.projectaero.org/>

Revised in 2015-16

Social Studies

Vision Statement

Today's students live in an increasingly complex and interdependent world. Social Studies plays a central role in preparing students for that world. Students should become global citizens who respect and understand different cultures and become critical thinkers who develop a life-long interest in the world around them. Learning in social studies should be done individually, as well as in collaborative groups.

We believe:

- Social studies should encourage the systematic and critical study of human experience and behavior such as physical, political, economic and social ideas, concepts, and practices.
- Social studies should enable the student to collect, describe, analyze and interpret complex data and source material and to test hypotheses.
- Students should recognize that the knowledge and methodologies of the subjects in social studies are subject to change and that their study requires the acceptance of uncertainty.
- Students should be able to identify and evaluate theories, concepts and arguments about the nature and activities of the individual and society.
- Students should develop an awareness and appreciation of cultural diversity.

Social Studies incorporates:

Time, Continuity, and Change

Connections and Conflict

People, Places, and Environment

Culture

Society and Identity

Governance and Citizenship

Production, Distribution, and Consumption

Science, Technology, and Society

Social-Emotional Health

Pre- Kindergarten Social Studies Curriculum

Theme: People, Places, and Environment

Curriculum Standards	Learner Outcomes
Students will identify similarities and differences between themselves and classmates from other cultures.	<ul style="list-style-type: none">• Understand that people may speak different languages.• Understand that people can have similarities and differences at the same time (eg. color of hair, eyes, height, etc.).
Students will start developing self-awareness and self-management skills to achieve school and life success.	<ul style="list-style-type: none">• Begin to recognize emotions.• Begin to display social behavior.• Identify one's likes and dislikes, needs and wants.• Identify family, peers, and adults in their lives (teachers, school bus monitors and drivers, maids, etc.).
Students will learn to respect all living things.	<ul style="list-style-type: none">• Identify Thai animals and their environment.

Theme: Culture

Curriculum Standards	Learner Outcomes
Students will understand that people come from different countries.	<ul style="list-style-type: none">• Understand that cultures have different expectations of how to act.• Identify the flag of one's country and gain familiarity with the flags of other countries.• Participate in the celebration of different cultures.• Respect people from other cultures.

Theme: Time, Continuity, Change

Curriculum Standards	Learner Outcomes
Students will begin to understand the routines of the day.	<ul style="list-style-type: none">• Identify common events and routines (circle time, calendar time, snack time, story time, playground time, etc.).• Begin to categorize time intervals using words (eg. today, tomorrow, next time, etc.).• Begin to connect past events to current events (eg. linking yesterday's activity with what will happen today).• Identify weekly routines (eg. Mondays are for Music class, Tuesday is for Computer class, etc.).

Theme: Social-Emotional Health

<p>Students will develop comfortable interaction with peers and adults.</p>	<ul style="list-style-type: none">• Begin to express one’s feelings verbally.• Know how to care for oneself and one’s belongings.• Know how to ask adults and peers for assistance.• Begin to develop an understanding of group dynamics.• Know how to participate in teacher or peer-initiated group activities.• Understand how to take turns.• Begin to develop constructive relationships.• Begin to use appropriate ways to resolve conflicts.• Begin to demonstrate self-direction and independence.
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Social Studies Resources

<p>Resources My PreK Place Kit, Harcourt The Stop and Think Social Skills Program, PreK-1 Classroom Set, Cambrium Learning Store</p>

Kindergarten Social Studies Curriculum

Theme: People, Places, and Environment

Curriculum Standards	Learner Outcomes
Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.	<ul style="list-style-type: none">• Understand the concept of location.• Use maps and diagrams to read and display geographic information.• Distinguish among landforms and geographic features.• Know ways in which people depend on the physical environment.• Know ways (e.g., recycling, travel, transportation) in which people from different cultures think about and respond to the physical environment.• Describe different types of communities and their functions.

Theme: Culture

Curriculum Standards	Learner Outcomes
Students will understand cultural and intellectual developments and interactions among and within societies.	<ul style="list-style-type: none">• Describe various forms of institutions (e.g., family, school, clubs) and how people in those organizations interact.• Know ways (e.g., use of resources, shelter, transportation) in which people from different cultures think about and respond to the physical environment.• Know ways (e.g., homes, family structures and roles, religion) in which people from different cultures think about and respond to the social environment.• Understand that cultures have different expectations of how to act..• Know regional stories and songs.

Theme: Governance and Citizenship

Curriculum Standards	Learner Outcomes
Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.	<ul style="list-style-type: none">• Give examples of rights and responsibilities of the individual in relation to his or her social group.• Identify sources and purposes of authority in various settings.• Explain reasons for the importance of leadership and service.• Identify qualities that leaders need in order to meet their responsibilities.• Identify the characteristics of good citizens.• Describe elements (e.g., firefighter, community service etc.) of familiar systems.

Theme: Social-Emotional Health

Curriculum Standards	Learner Outcomes
Students will identify and manage one's emotions and behavior.	<ul style="list-style-type: none">• Recognize and accurately label emotions and describe how they are linked to behavior.• Demonstrate control of impulsive behavior.
Students will recognize personal qualities and external supports.	<ul style="list-style-type: none">• Identify one's likes and dislikes, needs and wants, strengths and challenges.• Identify family, peer, school and community strengths.
Students will demonstrate skills related to achieving personal and academic goals.	<ul style="list-style-type: none">• Describe why school is important in helping students achieve personal goals.• Identify goals for academic success and classroom behavior.
Students will recognize the feelings and perspectives of others.	<ul style="list-style-type: none">• Recognize that others may experience situations differently from oneself.• Use listening skills to identify the feelings and perspectives of others.
Students will recognize individual and group similarities and differences	<ul style="list-style-type: none">• Describe the ways that people are similar and different.• Describe positive qualities in others.
Students will use communication and social skills to interact effectively with others.	<ul style="list-style-type: none">• Identify ways to work and play well with others.• Demonstrate appropriate social and classroom behavior.
Students will demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.	<ul style="list-style-type: none">• Identify problems and conflicts commonly experienced by peers.• Identify approaches to resolving conflict constructively.

Social Studies Resources

Resources	Leveled Readers
Kindergarten Program, Harcourt The Stop and Think Social Skills Program, PreK-1 Classroom Set, Cambrium Learning Store	I Follow the Rules Off to Work We Go People and Places Changes Safety is our Job Hospital Workers Highest and Lowest Celebrate the Seasons Look Out! Animal Helpers From Here to There Time Keepers

Grade One Social Studies Curriculum

Theme: Connections and Conflict

Curriculum Standards	Learner Outcomes
Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	<ul style="list-style-type: none">• Give examples of conflict, cooperation among individuals and groups.• Identify and describe factors that contribute to cooperation and factors that may cause conflict.• Identify ways that language, art, music, and other cultural elements may facilitate global understanding.• Understand that some ways of dealing with disagreements work better than others and that people who are not involved in a disagreement may be helpful in solving it.

Theme: People, Places, and Environment

Curriculum Standards	Learner Outcomes
Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.	<ul style="list-style-type: none">• Understand the concept of location.• Use maps and geographic graphs, tables, and diagrams to read and display geographic information.• Locate and distinguish among landforms and geographic features.• Know ways in which people depend on the physical environment.• Know ways (e.g., recycling, travel, transportation) in which people from different cultures think about and respond to the physical environment.• Describe how areas of a community have changed over time.

Theme: Production, Distribution, and Consumption

Curriculum Standards	Learner Outcomes
Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	<ul style="list-style-type: none">• Distinguish between needs and wants.• Understand why people make choices about how to satisfy wants and needs.• Know roles resources play in our daily lives.• Give examples of institutions that are part of economic systems.• Distinguish between goods and services and know how they can be exchanged.

Theme: Social-Emotional Health

Curriculum Standards	Learner Outcomes
Students will identify and manage one's emotions and behavior.	<ul style="list-style-type: none"> • Recognize and accurately label emotions and describe how they are linked to behavior. • Demonstrate control of impulsive behavior.
Students will recognize personal qualities and external supports.	<ul style="list-style-type: none"> • Identify one's likes and dislikes, needs and wants, strengths and challenges. • Identify family, peer, school and community strengths.
Students will demonstrate skills related to achieving personal and academic goals.	<ul style="list-style-type: none"> • Describe why school is important in helping students achieve personal goals. • Identify goals for academic success and classroom behavior.
Students will recognize the feelings and perspectives of others.	<ul style="list-style-type: none"> • Recognize that others may experience situations differently from oneself. • Use listening skills to identify the feelings and perspectives of others.
Students will recognize individual and group similarities and differences	<ul style="list-style-type: none"> • Describe the ways that people are similar and different. • Describe positive qualities in others.
Students will use communication and social skills to interact effectively with others.	<ul style="list-style-type: none"> • Identify ways to work and play well with others. • Demonstrate appropriate social and classroom behavior. • Make positive choices when interacting with classmates.
Students will demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.	<ul style="list-style-type: none"> • Identify problems and conflicts commonly experienced by peers. • Identify approaches to resolving conflict constructively.

Social Studies Resources

Resources	Leveled Readers
Grade 1 A child's View, Harcourt The Stop and Think Social Skills Program, PreK-1 Classroom Set, Cambrium Learning Store Maps, Globes, Graphs Grade 1, Level A, Families, Steck-Vaughn Geography Bee: An Integrated Primary Unit Teaching Map Skills, Interact Understanding Goods and Services: Main Street, Interact	My Town Many Cultures Going Shopping We Live Here Tell me a Story All Kinds of Markets Fighting Back the Sea Games People Play All Twisted Up: Making Pretzels

Grade Two Social Studies Curriculum

Theme: Time, Continuity, and Change

Curriculum Standards	Learner Outcomes
Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	<ul style="list-style-type: none">• Differentiate between people, places, and events in the immediate and distant past, the present, and the future.• Know different stories about past events, people, places, or situations.• Know how knowledge of stories about past events, people, places, or situations helps our understanding of the past.

Theme: People, Places, and Environment

Curriculum Standards	Learner Outcomes
Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.	<ul style="list-style-type: none">• Understand the concept of location.• Use maps and geographic graphs, tables, and diagrams to read and display geographic information.• Locate and distinguish among landforms and geographic features.• Know ways in which people depend on the physical environment.• Know ways (e.g., recycling, travel, transportation) in which people from different cultures think about and respond to the physical environment.• Describe how areas of a community have changed over time.

Theme: Society and Identity

Curriculum Standards	Learner Outcomes
Students will understand social systems and structures and how these influence individuals.	<ul style="list-style-type: none">• Recognize that individual people are part of a group.• Recognize appropriate and inappropriate social behavior and the impact of making choices about behavior.• Identify roles and patterns of behavior that people demonstrate in group situations.• Understand why people live in social groups.• Recognize that society stereotypes males and females.

Theme: Social-Emotional Health

Curriculum Standards	Learner Outcomes
Students will identify and manage one's emotions and behavior.	<ul style="list-style-type: none">• Recognize and accurately label emotions and describe how they are linked to behavior.• Demonstrate control of impulsive behavior.
Students will recognize personal qualities and external supports.	<ul style="list-style-type: none">• Identify one's likes and dislikes, needs and wants, strengths and challenges.• Identify family, peer, school and community strengths.
Students will demonstrate skills related to achieving personal and academic goals.	<ul style="list-style-type: none">• Describe why school is important in helping students achieve personal goals.• Identify goals for academic success and classroom behavior.
Students will recognize the feelings and perspectives of others.	<ul style="list-style-type: none">• Recognize that others may experience situations differently from oneself.• Use listening skills to identify the feelings and perspectives of others.
Students will recognize individual and group similarities and differences	<ul style="list-style-type: none">• Describe the ways that people are similar and different.• Describe positive qualities in others.
Students will use communication and social skills to interact effectively with others.	<ul style="list-style-type: none">• Identify ways to work and play well with others.• Demonstrate appropriate social and classroom behavior.• Make positive choices when interacting with classmates.
Students will demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.	<ul style="list-style-type: none">• Identify problems and conflicts commonly experienced by peers.• Identify approaches to resolving conflict constructively.

Social Studies Resources

Resources
The Stop and Think Social Skills Program, Gr. 2-3 Classroom Set, Cambrium Learning Store Maps, Globes, Graphs, Grade 2 Level B, Neighbourhoods, Steck-Vaughn Families in Their Neighborhoods, StoryPath

Grade Three Social Studies Curriculum

Theme: Time, Continuity, and Change

Curriculum Standards	Learner Outcomes
Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	<ul style="list-style-type: none">• Understand patterns of change in society (e.g., religious rituals, governance, development of communication systems, etc).• Identify and use secondary sources for reconstructing the past (e.g., letters, diaries, maps, photos, interviews with senior citizens or elders of the community, newspapers, films).• Know that people in different times and places view the world differently and why they held these views.

Theme: People, Places, and Environment

Curriculum Standards	Learner Outcomes
Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.	<ul style="list-style-type: none">• Explain and correctly use the elements of maps and globes.• Use appropriate resources and geographic tools to generate and interpret information about the earth.• Understand the spatial organization of places through such concepts as location, distance, direction, scale, movement and region.• Describe ways that the earth's physical and human features have changed over time.• Describe geographic factors that influence human migration.• Describe and explain various types and patterns of settlement and land use and reasons why particular locations are used for certain human activities.• Define regions by their human and physical characteristics.

Theme: Culture

Curriculum Standards	Learner Outcomes
Students will understand cultural and intellectual developments and interactions among and within societies.	<ul style="list-style-type: none">• Understand the concept of culture.• Understand the components of a belief system (creed, code of behavior, rituals, community).• Identify and compare various belief systems and their principle tenets.• Identify and compare the cultural characteristics of different regions and people (e.g., in terms of

	<p>their use of environment and resources, technology, food, shelter, beliefs and customs, schooling, etc.).</p> <ul style="list-style-type: none"> • Describe advantages and disadvantages of cultural diversity. • Recognize how cultural contributions from various regions help to form a national identity. • Understand similarities and differences in the ways groups and cultures meet human needs and concerns. • Understand cultural differences regarding what is public and private. • Illustrate or retell the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures. • Describe the influence of arts, crafts, music, and language on various cultures.
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Theme: Social-Emotional Health

Curriculum Standards	Learner Outcomes
Students will identify and manage one's emotions and behavior.	<ul style="list-style-type: none"> • Describe a range of emotions and the situations that cause them. • Describe and demonstrate ways to express emotions in a socially acceptable manner.
Students will recognize personal qualities and external supports.	<ul style="list-style-type: none"> • Describe personal skills and interests that one wants to develop. • Explain how family members, peers, school personnel and community members can support school success and responsible behavior.
Students will demonstrate skills related to achieving personal and academic goals.	<ul style="list-style-type: none"> • Describe the steps in setting and working towards goal achievements. • Monitor the progress on achieving a short-term personal goal.
Students will recognize the feelings and perspectives of others.	<ul style="list-style-type: none"> • Identify verbal, physical, and situational cues that indicate how others may feel. • Describe the expressed feelings and perspectives of others.
Students will recognize individual and group similarities and differences.	<ul style="list-style-type: none"> • Identify differences among and contributions of various social and cultural groups. • Demonstrate how to work effectively with those who are different from oneself.
Students will use communication and social skills to interact effectively with others.	<ul style="list-style-type: none"> • Describe approaches for making and keeping friends. • Analyze ways to work effectively in groups.
Students will demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.	<ul style="list-style-type: none"> • Describe causes and consequences of conflicts. • Apply constructive approaches in resolving conflicts.

Social Studies Resources

Resources	Leveled Readers
Grade 3 World Communities, Harcourt The Stop and Think Social Skills Program, Gr 2-3 Classroom Set, Cambrium Learning Store Maps, Globes, Graphs, Grade 3 Level C Communities, Steck-Vaughn Protecting An Ecosystem: The Great Barrier Reef, Intercat Celebrating Cultural Diversity: The Parade, Intercat	We Live in Communities People from Many Places Sister Cities The Nation's Attic: The Smithsonian Shaking Things Up: Cultural Revolution

Grade Four Social Studies Curriculum

Theme: People, Places, and Environment

Curriculum Standards	Learner Outcomes
Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.	<ul style="list-style-type: none">• Explain and correctly use the elements of maps and globes.• Use appropriate resources and geographic tools to generate and interpret information about the earth.• Understand the spatial organization of places through such concepts as location, distance, direction, scale, movement and region.• Describe ways that the earth's physical and human features have changed over time.• Describe geographic factors that influence human migration.• Describe and explain various types and patterns of settlement and land use and reasons why particular locations are used for certain human activities.• Define regions by their human and physical characteristics.

Theme: Production, Distribution, and Consumption

Curriculum Standards	Learner Outcomes
Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	<ul style="list-style-type: none">• Describe characteristics, locations, and uses of renewable and non-renewable resources.• Explain relationships between the locations of resources and patterns of population distribution.• Distinguish among human, natural, and capital resources.• Describe how changes in transportation and communication have affected trade and economic activities.• Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.• Describe how trade affects the way people earn their living in regions of the world.• Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.• Describe economic causes of human migration.

Theme: Science, Technology, and Society

Curriculum Standards	Learner Outcomes
Students will understand how societies have influenced and been influenced by scientific developments and technological developments.	<ul style="list-style-type: none">• Understand the difference between science and technology.• Examine ways in which tools and techniques make certain tasks easier.• Identify ways that tools and techniques can have both positive and negative effects.• Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.• Examine how modern technology has changed our lives and the way we communicate.• Examine how social media affects our lives.• Discuss internet safety and digital footprints.

Theme: Social-Emotional Health

Curriculum Standards	Learner Outcomes
Students will identify and manage one's emotions and behavior.	<ul style="list-style-type: none">• Describe a range of emotions and the situations that cause them.• Describe and demonstrate ways to express emotions in a socially acceptable manner.
Students will recognize personal qualities and external supports.	<ul style="list-style-type: none">• Describe personal skills and interests that one wants to develop.• Explain how family members, peers, school personnel and community members can support school success and responsible behavior.
Students will demonstrate skills related to achieving personal and academic goals.	<ul style="list-style-type: none">• Describe the steps in setting and working towards goal achievements.• Monitor the progress on achieving a short-term personal goal.
Students will recognize the feelings and perspectives of others.	<ul style="list-style-type: none">• Identify verbal, physical, and situational cues that indicate how others may feel• Describe the expressed feelings and perspectives of others
Students will recognize individual and group similarities and differences	<ul style="list-style-type: none">• Identify differences among and contributions of various social and cultural groups• Demonstrate how to work effectively with those who are different from oneself
Students will use communication and social skills to interact effectively with others.	<ul style="list-style-type: none">• Describe approaches for making and keeping friends.• Analyze ways to work effectively in groups.
Students will demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.	<ul style="list-style-type: none">• Describe causes and consequences of conflicts.• Apply constructive approaches in resolving conflicts.

Social Studies Resources

Resources	Leveled Readers
The Stop and Think Social Skills Program, Gr 4-5 Classroom Set, Cambrium Learning Store Understanding the Marketplace: The Toy Company, Interact Shopping Spree, Interact Intermediate Atlas, Harcourt Change in the 20 th Century, RIC Publications Inventions that Changed the World, Raintree Heinemann Travel Through Time, Raintree Heinemann True Stories Pack A, Raintree Heinemann Earning, Saving Spending Pack A, Raintree Heinemann Friends: A Simulation of Friendship While Exploring Diverse Cultures, Interact	Making Money, Saving Money Designing Currency Risky Business Mapping the World New Technology in the Civil War

Grade Five Social Studies Curriculum

Theme: Connections and Conflict

Curriculum Standards	Learner Outcomes
Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	<ul style="list-style-type: none">• Explain causes and consequences of conflict and cooperation among individuals, groups, societies and nations in the following categories:<ul style="list-style-type: none">○ Environment○ Belief systems (e.g., religion, politics)○ Economics○ Geography/land○ Ethnicity/race/gender○ Culture• Describe how the satisfaction of personal wants and needs has implications beyond the self.• Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, international organizations).

Theme: People, Places, and Environment

Curriculum Standards	Learner Outcomes
Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.	<ul style="list-style-type: none">• Explain and correctly use the elements of maps and globes.• Use appropriate resources and geographic tools to generate and interpret information about the earth.• Understand the spatial organization of places through such concepts as location, distance, direction, scale, movement and region.• Describe ways that the earth's physical and human features have changed over time.• Describe geographic factors that influence human migration.• Describe and explain various types and patterns of settlement and land use and reasons why particular locations are used for certain human activities.• Define regions by their human and physical characteristics.

Theme: Governance and Citizenship

Curriculum Standards	Learner Outcomes
Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.	<ul style="list-style-type: none"> • Identify issues involving the rights, roles and status of individuals in relation to the general welfare. • Describe how governments meet needs and wants of individuals and society. • Identify community leaders and local and national government representatives. • Explain the organization and major responsibilities of the various levels of governments. • Know the elements of major political systems (e.g., monarchy, democracy, dictatorship). • Explain what citizenship means in terms of membership in, and allegiance to, a country. • Identify and describe means by which citizens can monitor and influence actions of their government.

Theme: Social-Emotional Health

Curriculum Standards	Learner Outcomes
Students will identify and manage one's emotions and behavior.	<ul style="list-style-type: none"> • Describe a range of emotions and the situations that cause them. • Describe and demonstrate ways to express emotions in a socially acceptable manner.
Students will recognize personal qualities and external supports.	<ul style="list-style-type: none"> • Describe personal skills and interests that one wants to develop. • Explain how family members, peers, school personnel and community members can support school success and responsible behavior.
Students will demonstrate skills related to achieving personal and academic goals.	<ul style="list-style-type: none"> • Describe the steps in setting and working towards goal achievements. • Monitor the progress on achieving a short-term personal goal.
Students will recognize the feelings and perspectives of others.	<ul style="list-style-type: none"> • Identify verbal, physical, and situational cues that indicate how others may feel. • Describe the expressed feelings and perspectives of others.
Students will recognize individual and group similarities and differences	<ul style="list-style-type: none"> • Identify differences among and contributions of various social and cultural groups. • Demonstrate how to work effectively with those who are different from oneself.
Students will use communication and social skills to interact effectively with others.	<ul style="list-style-type: none"> • Describe approaches for making and keeping friends. • Analyze ways to work effectively in groups.
Students will demonstrate an ability to prevent, manage and resolve interpersonal conflicts constructively	<ul style="list-style-type: none"> • Describe causes and consequences of conflicts. • Apply constructive approaches in resolving conflicts.

Social Studies Resources

Resources	Leveled Readers
Introduction to Geography, Holt McDougal The Americas, Hold McDougal The Stop and Think Social Skills Program, Gr 4-5 Classroom Set, Cambrium Learning Store The Struggle for Independence in Colonial Boston, Interact Democracy in Action: Communities Make Decisions, Interact Pele's Peak, Interact Intermediate Atlas, Harcourt The Constitution, School Specialty American Revolution, School Specialty	Building a Government Escape to Freedom

Grade Six Social Studies Curriculum

Theme: People, Places, and Environment

Curriculum Standards	Learner Outcomes
Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.	<ul style="list-style-type: none">• Describe social effects of environmental changes and crises resulting from natural phenomena.• Evaluate conventional and alternative uses of land and water resources in the community, region, and beyond.• Identify and explain how changes people make in the physical environment in one place can cause changes in other places.• Describe geographic factors that can affect the creation, cohesiveness, and integration of civilizations.• Analyze multiple interpretations of an event.

Theme: Governance and Citizenship

Curriculum Standards	Learner Outcomes
Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.	<ul style="list-style-type: none">• Explain the various kinds of government systems in terms of the purposes they are designed to serve.• Explain different types of government.• Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare.• Explain issues related to basic freedoms.• Explain the significance of important rights.• Analyze effects of participation in civic and political life.• Identify how governments acquire and use revenue.• Explain the development of different forms of government.

Theme: Time, Continuity and Change

Curriculum Standards	Learner Outcomes
Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	<ul style="list-style-type: none">• Use key concepts such as chronology, causality, and conflict to identify patterns of historical change.• Identify and use primary and secondary sources in historical research.• Understand how knowledge of the past and its trends can help explain current events.• Explain the causes of significant current and historical political events and issues.• Examine historical resources for a point of view, context, bias (including gender and race), distortion, or propaganda.• Analyze multiple interpretations of an historical or current event.• Differentiate between historical facts and historical interpretations.• Identify gaps in available historical resources.• Use quantitative data to answer questions about history or geography.• Understand and create timelines based on historical events.

Social Studies Resources

Resources
Maps, Globes, Graphs, Grade 6, Level F, World, Steck-Vaughn Critical Reading Series: Heroes, Glencoe/McGraw-Hill World: A Simulation of How Nations Develop and Become Involved in Power Struggles, Interact Folk Tales: An Interaction Unit for Studying World Folk Tales and Practicing the Art of Story Telling, Interact A Cool Drink of Water, National Geographic

Grade Seven Social Studies Curriculum

Theme: People, Places, and Environment

Curriculum Standards	Learner Outcomes
Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.	<ul style="list-style-type: none"> • Describe social effects of environmental changes and crises resulting from natural phenomena. • Evaluate conventional and alternative uses of land and water resources in the community, region, and beyond. • Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings. • Identify and explain how changes people make in the physical environment in one place can cause changes in other places. • Describe geographic factors that can affect the creation, cohesiveness, and integration of civilizations.

Theme: Culture

Curriculum Standards	Learner Outcomes
Students will understand cultural and intellectual developments and interactions among and within societies.	<ul style="list-style-type: none"> • Understand ways that social and environmental factors and culture are related. • Identify how patterns of behavior can reflect cultural values and attitudes. • Be familiar with the development of religious beliefs, practices and institutions. • Understand how certain texts come to be viewed as sacred. • Evaluate ethical questions from points of view of different belief systems. • Understand how taboos and publicly acceptable behavioral norms evolve. • Describe how different understandings of public and private behaviors evolve in their respective cultures. • Identify patterns of social and cultural continuity in various societies and analyze ways in which people maintained traditions and resisted external challenges. • Draw inferences from archaeological evidence. • Understand the tension between the ideals of diversity and community.
Students will understand causes and effects of interaction among societies, including trade, systems of	<ul style="list-style-type: none"> • The following categories are the foundation of the study of culture: <ul style="list-style-type: none"> ○ Environment ○ Belief systems (e.g., religion, politics)

international exchange.	<ul style="list-style-type: none"> ○ Economics ○ Geography/land ○ Ethnicity/race/gender ○ Culture ○ Balance of power
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Theme: Governance and Citizenship

Curriculum Standards	Learner Outcomes
Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.	<ul style="list-style-type: none"> • Explain how different types of government acquire, use, and justify power. • Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare. • Explain issues related to basic freedoms. • Explain the significance of important personal, economic, and political rights. • Explain the development of different forms of government.

Theme: Science, Technology, and Society

Curriculum Standards	Learner Outcomes
<ul style="list-style-type: none"> • Students will understand how societies have influenced and been influenced by scientific developments and technological developments. 	<ul style="list-style-type: none"> • Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power. • Describe how technologies might have effects and uses other than those intended. • Evaluate the meaning and history of the word "technology". • Understand the differences among tools, techniques, and systems. • Explain how events and conditions in one region might affect other regions. • Analyze effects of technology on the diffusion of the culture and the preservation of cultural identity. • Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute. • Analyze social, moral, ethical, religious and legal issues arising from technological developments and scientific developments.

Social Studies Resources

Resources
The Stop and Think Social Skills Program, Gr 6-8 Classroom Set, Cambrium Learning Store
Eastern Hemisphere, Holt McDougal
South and East Asia and the Pacific, Holt MacDougal
Classroom City: A Simulation of Local Government and Economics in a Classroom Multi-City, Interact

Grade Eight Social Studies Curriculum

Theme: Connections and Conflict

Curriculum Standards	Learner Outcomes
Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	<ul style="list-style-type: none">• The following categories are the foundation of the study of culture:<ul style="list-style-type: none">○ Environment○ Belief systems (e.g., religion, politics)○ Economics○ Geography/land○ Ethnicity/race/gender○ Culture○ Balance of power• Explain how historical legacies have facilitated global understanding or caused misunderstanding.• Understand the primary effects of world trade and global patterns of resource distribution and use in terms of connections and conflict.• Explain the relationships and tensions between national sovereignty and global interest.• Identify issues and standards related to human rights.• Explain how events and conditions in one region might affect other regions in the area and across the world.

Theme: People, Places, and Environment

Curriculum Standards	Learner Outcomes
Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.	<ul style="list-style-type: none">• Use appropriate data sources and geographic tools to generate, manipulate, and interpret information.• Know the relative location of, size of, and distances between places.• Describe social effects of environmental changes and crises resulting from natural phenomena.• Explain and give examples of voluntary and involuntary migration.• Explain how human migration affects the physical and human characteristics of a place.• Evaluate conventional and alternative uses of land and water resources in the community, region, and beyond.• Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.• Use key demographic concepts (e.g., population density, birth and death rates) to analyze the

	<p>structure and characteristics of different populations and population patterns over time.</p> <ul style="list-style-type: none"> • Identify and explain how changes people make in the physical environment in one place can cause changes in other places. • Describe geographic factors that can affect the creation, cohesiveness, and integration of countries.
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Theme: Society and Identity

Curriculum Standards	Learner Outcomes
Students will understand social systems and structures and how these influence individuals.	<ul style="list-style-type: none"> • Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity. • Recognize the foundations of one's own and others' viewpoints. • Understand the impact of stereotyping, conformity, and non-conformity on individuals and groups. • Analyze the accuracies and inaccuracies of stereotyping.

Theme: Production, Distribution, and Consumption

Curriculum Standards	Learner Outcomes
Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	<ul style="list-style-type: none"> • Describe economic effects of environmental changes and crises resulting from natural phenomena. • Explain economic reasons for voluntary migration. • Evaluate conventional and alternative uses of resources. • Describe historical and contemporary economic systems. • Understand primary causes of world trade. • Understand global patterns of resource distribution and use. • Describe how governments and institutions allocate limited resources among competing needs.

Social Studies Resources

Resources
The Stop and Think Social Skills Program, Gr 6-8 Classroom Set, Cambrium Learning Store Eastern Hemisphere, Holt McDougal South and East Asia and the Pacific, Holt MacDougal Toy Company, Interact Agency: A Simulation of Competing Advertising Agencies Utilizing Various Communication Skills, Interact Economic and Entrepreneurship: Operating a Classroom Business in the Elementary and Middle School, Council for Economic Education

Grade Nine Social Studies Curriculum

Theme: Time, Continuity, and Change

Curriculum Standards	Learner Outcomes
Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	<ul style="list-style-type: none">• Critique historians' interpretations of the past using a variety of sources.• Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.• Perform analyses of quantitative historical data.• Analyze the impact of revolution on politics, economies, and societies.• Understand how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.

Theme: Connections and Conflict

Curriculum Standards	Learner Outcomes
Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	<ul style="list-style-type: none">• The following categories are the foundation of the content:<ul style="list-style-type: none">○ Belief systems (e.g., religion, politics)○ Economics○ Geography/land○ Balance of power• Understand how trans-regional alliances and multinational organizations can encourage or discourage solidarity and diversity.• Evaluate examples in the history of conflict and its effects.• Analyze how cooperation and conflict influence the development and control of political, economic, and social entities.• Analyze effects of differing national foreign policy positions on international competition and cooperation.• Evaluate effects of political conflict on national unity.• Evaluate relationships between political systems and the development of multi-national alliances.• Understand types of world powers (e.g., military, corporations, religions) and how they influence connections and conflicts in the world.• Evaluate the effectiveness of international organizations.

Theme: People, Places, and Environment

Curriculum Standards	Learner Outcomes
Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.	<ul style="list-style-type: none">• Use spatial models to explain relationships between places and patterns of settlement and trade.• Explain how social, cultural, and economic factors shape physical and other human features of places and regions.• Evaluate the reciprocal influences of history and geography on a region.

Theme: Governance and Citizenship

Curriculum Standards	Learner Outcomes
Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.	<ul style="list-style-type: none">• Understand strengths and weaknesses of various kinds of political philosophies.• Analyze how and why governments distribute benefits and burdens.• Analyze how social, economic, and political conditions contribute to the establishment and preservation of governments.• Explain the importance of shared political and civic beliefs and values, and of economic prosperity, to the preservation of constitutional democracy.• Evaluate the role of law in political systems.• Evaluate how the media communicate, shape, and control ideas in political life.• Evaluate functions and responsibilities of, and challenges to, government leaders and public servants.

Social Studies Resources

Resources
Modern World History 2nd Edition, Ben Walsh Longman 20 th Century History Series, Josh Broman <ul style="list-style-type: none">• The End of Old Europe• The Causes of World War Two• China since 1900• The Cold War Activehistory.co.uk

Grade Ten Social Studies Curriculum

Theme: Time, Continuity, and Change

Curriculum Standards	Learner Outcomes
Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	<ul style="list-style-type: none">• Critique historians' interpretations of the past using a variety of sources.• Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.• Perform analyses of quantitative historical data.• Analyze the impact of revolution on politics, economies, and societies.

Theme: People, Places, and Environment

Curriculum Standards	Learner Outcomes
Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.	<ul style="list-style-type: none">• Use spatial models to explain relationships between places and patterns of settlement and trade.• Explain how social, cultural, and economic factors shape physical and other human features of places and regions.• Evaluate the reciprocal influences of history and geography on a region.

Theme: Production, Distribution, and Consumption

Curriculum Standards	Learner Outcomes
Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	<ul style="list-style-type: none">• Understand basic economic concepts.• Explain the major economic systems and evaluate their relative merits.• Explain the role of the following in the history of finance, money, banks, stock markets, bond markets, insurance market and real estate market.• Analyze ways in which trade has contributed to economic change in selected societies or civilizations.• Analyze relationships between economic activity and patterns of trade and migration.• Explain micro and macro economic concepts – supply, demand, prices etc.• Explain the role of money, banking and finance.

	<ul style="list-style-type: none"> Analyze the forces that shape the global economy and issues of economic development.
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Theme: Science, Technology, and Society

Curriculum Standards	Learner Outcomes
<p>Students will understand how societies have influenced and been influenced by scientific developments and technological developments.</p>	<ul style="list-style-type: none"> Evaluate the ambiguity of the term technology. Understand why different socio-economic groups within a culture may react differently to technological innovation. Analyze effects of technology on the diffusion of culture and the preservation of cultural identity. Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute. Understand historical and current influences of modern science on technological innovation. Evaluate whether confidence in modern science is strengthening or weakening. Understand that the principal contexts of technological innovation and scientific research are commercial and military and understand the implications of these contexts. Evaluate causes and consequences of the diffusion of the autocatalytic process of technological innovation. Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge. Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments. Explain the roles and effects of technology and of science in resource acquisition and use. Analyze social, moral, ethical, religious, and legal issues arising from technological developments and scientific developments.

Social Studies Resources

Resources
Confessions of an Economic Hitman, John Perkins
The World Is Flat, Thomas Friedman
Economics: Concepts and Choices, Holt McDougal