Social Studies Guiding Standards

**Standard 1 (**Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

**Standard 2** (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

**Standard 3 (**Geography) Students will understand the interactions and relationship between human societies and their physical environment.

**Standard 4 (**Culture) Students will understand cultural and intellectual developments and interactions among societies.

**Standard 5 (**Society and Identity) Students will understand social systems and structures and how these influence individual.

**Standard 6 (**Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

**Standard 7 (**Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

**Standard 8 (**Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

Framework

|  | K-1 Me and My World | 2 My Family and School | 3 My Community/St. Kitts |
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| 1: (Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships. |  |  |  |
| *1 - Essential Questions:*  *What is meant by “the past?” How is the past different From the present? Why is knowing about the past important? How is knowledge about the past preserved?* | 1.1.a Identify stories about past events, people, places or situations  1.1.b Differentiate between people, places, and events in the past, present and future. | 1.2.a Relate stories about past events, people, places, or situations to help our understanding of the past and present. | 1.3.a Describe changes in St. Kitts society (cultural, political, social).  1.3.b Describe the native groups of St. Kitts.  1.3.b Identify cause and effect relationships in the history of St. Kitts and the region. |
| 2: (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy. |  |  |  |
| *2 - Essential Questions:*  *What is conflict? What is cooperation? Why do groups of people have conflict? How can people work together?* | 2.1.a Give examples of conflict and cooperation among individuals and groups. | 2.2.a Identify and describe factors that contribute to cooperation and factors that may cause conflict.  2.2.b Identify that some ways of dealing with disagreements work better than others.  2.2.c Describe how wants and needs have implications beyond self. | 2.3.a Explain varied causes and effects of conflict and cooperation among St. Kitts and regional individuals, groups, societies, and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture. |
| 3: (Geography) Students will understand the interactions and relationship between human societies and their physical environment |  |  |  |
| *3 - Essential Questions:*  *How can location be explained?*  *What makes one place*  *different from another place?*  *Why does someone’s physical*  *environment matter?*  *How can you explain where*  *a place is located?* | 3.1.a Describe ways in which people depend on the physical environment.  3.1.b Describe ways in which humans impact the environment and ways to protect the planet.  3.1.c Identify the continents and oceans of the world. | 3.2.a Describe ways in which people depend on the physical environment.  3.2.b Explain the concept of location.  3.2.c Explain role of the individual, family, and school in protecting resources and the environment. | 3.2.c Use maps and graphs, tables, and diagrams to read and display geographic information of the federation and region.  3.2.d Locate and distinguish between landforms on St. Kitts and the region.  3.2.e Describe the influence of landforms and geographic features on St. Kitts and the region.  3.2.f Differentiate between ways in which people from different cultures think about and adapt to the physical environments in the region.  3.2.g Describe how humans have impacted natural features and resources of St. Kitts and plans to protect the environment.  3.2h Apply concepts such as location, distance, scale, movement, and region by using maps, graphs, and charts.  3.2.i Identify the parishes of St. Kitts and Nevis. |
| 4: (Culture) Students will understand cultural and intellectual developments and interactions among societies |  |  |  |
| *4 - Essential Questions:*  *What is culture?*  *How is it possible to distinguish between two cultures?*  *How does someone know how to behave, even when that person is not told how to? How do different groups of people living in one place influence a culture?* |  | 4.2.a Describe how people in different types of institutions and organizations (e.g. families, schools) interact with each other.  4.2.c Compare and contrast social environments in different cultures.  4.2.d Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.  4.2.e Describe the expectations of how to act in one’s own culture and compare this with behavioral expectations of other cultures. | 4.3.a Identify regional folk heroes, stories, or songs that have contributed to the development of the region’s cultural history.  4.3.b Describe how cultural contributions from various groups and history have formed a national identity.  4.3.c Describe and explain the major holidays, celebrations, community festivals, and events of St. Kitts and the region.  4.3.d Identify the national heroes of St. Kitts and the region. |
| 5: (Society and Identity) Students will understand social systems and structures and how these influence individuals. |  |  |  |
| *5 - Essential Questions:*  *How are individuals affected by different social systems?*  *How do cultures affect people differently?*  *What institutions have the greatest impact as people?*  *What is the difference between “tolerance” and “acceptance”?* | 5.1.a Identify connections between who they are as a person and their place in the world.  5.1.b Distinguish themselves as individuals from others.  5.1.c Recognize that individual people are part of a group. | 5.2.a Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices.  5.2.b Describe the various forms of institutions and how they influence the individual. Explain why people live in social groups (families, communities, churches, nations).  5.2.c Describe how families influence the individual.  5.2.d Identify roles and behaviors that people demonstrate when in group situations.  5.2.e Identify opportunities for choice in personal identity. | 5.3.a Identify and describe ways that ethnicity and cultures influence people’s daily lives on St Kitts and the region.  5.3.b Demonstrate an understanding of their human rights.  5.3.c Identify the nation’s symbols, Coat of Arms, and flag. Identify flags of other nations in the region. |
| 6: (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities, and citizenship. |  |  |  |
| *6 - Essential Questions:*  *What is power? How is power gained, justified, and used?*  *How do competing interests influence how power is distributed? How does government affect people’s lives?*  *What are the more important responsibilities that people have toward their government?* | 6.1a Identify rights and responsibilities of the individual in relation to social group, including characteristics of good citizens.  6.1.b Identify sources and purposes of authority in various settings (parent, teacher, principal, mayor, etc) | 6.2.a Describe rights and responsibilities of the individual in relation to social group and broader society.  6.2.b Identify qualities that leaders need in order to meet their responsibilities.  6.2.c Describe the impact of families and schools on their lives.  6.2.d Describe the impact of religious institutions, government agencies, and civic groups on their lives. | 6.3.a Describe the political system(s) and the organization and responsibilities of the various levels of government of St. Kitts and the region.  6.3.b Explain what citizenship is.  6.3.c Explain reasons for the importance of leadership and service.  6.3.d Describe the roles of laws, courts of law, and judges.  6.3.e Identify various principles for making decisions and problem-solving (fairness, cooperation).  6.3.f Identify St. Kitts community leaders, local, and natural government officials, and world leaders. |
| 7: Production, Distribution, Consumption) Students understand economic principles and ways in which economies are shaped by geographic and human factors. |  |  |  |
| *7 - Essential Questions:*  *Why do people buy things? Why can’t people buy whatever they want? Where are different kinds of products made (locally, imported)? How does trade work?* | 7.1.a Distinguish between needs and wants..  7.1.b Describe roles resources play in our daily lives.  7.1.c Describe how we depend upon people with specialized jobs.  7.1.d Distinguish between goods and services. | 7.2.a Explain why people make choices about how to satisfy wants and needs.  7.2.b Identify institutions that are part of economic systems.  7.2.c Describe how good and services can be exchanged.  7.2.d Distinguish among human, natural, and capital resources. | 7.3.a Describe characteristics, locations, uses, and management of renewable and non-renewable resources on the island and region. Explain what changes have affected trade and economic activities.  7.3.b Compare ways in which people satisfy their basic needs and wants through the production of goods and services on St. Kitts and the region. |
| 8: (Science, Technology, Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments. |  |  |  |
| *8 - Essential Questions:*  *What is the difference between a tool and a technique? What does the word technology mean? Does technology help people? Is technology always good? How do new technologies change the way people live? How they think?* | 8.1.a Distinguish between a tool and a technique.  8.1.b Describe examples in which tools and techniques have changed the lives of people.  8.1.c Identify reasons and requirements for making tools and developing techniques. | 8.2.a Explain the difference between science and technology.  8.2.b Examine the ways in which tools and techniques make tasks easier.  8.2.c Describe ways that tools and techniques can have both positive and negative effects. | 8.3.a Describe changes in scientific knowledge and technology that have affected St. Kitts and the region. |

|  | 4 - Western Hemisphere | 5 - Eastern Hemisphere |
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| 1: (Time, Continuity, Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships. | Focus on Canada and United States |  |
| *1 - Essential Questions:*  *To what degree are there patterns in historical change? What is the value of examining different kinds of historical sources? How can you distinguish between historical fact and historical opinion? How can knowing the past help explain the present?* | 1.4.a Apply key concepts such as chronology, causality, and conflict to identify patterns of historical change.  1.4.b Apply knowledge of the past to explain current events.  1.4.c Explain the causes of significant historical and current political events and issues. | 1.5.a Apply key concepts such as chronology, causality, and conflict to identify patterns of historical change.  1.5.b Apply knowledge of the past to explain current events.  1.5.c Explain the causes of significant historical and current political events and issues. |
| 2: (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy. | Focus on Canada and United States |  |
| *2 - Essential Questions:*  *How can historical legacies help or hinder understanding today? What is national sovereignty? Are human rights universal?* |  |  |
|  | 2.4a. Explain forces the result in world interaction (environment, beliefs, economics, geography, ethnicity/race/gender, culture, balance of power.  2.4.b Explain how historical legacies have facilitated understanding or caused misunderstanding.  2.4.c Explain how international trade and resource distribution can influence cooperation or conflict. | 2.5a. Explain forces the result in world interaction (environment, beliefs, economics, geography, ethnicity/race/gender, culture, balance of power.  2.5.b Explain how historical legacies have facilitated understanding or caused misunderstanding.  2.5.c Explain how international trade and resource distribution can influence cooperation or conflict. |
| 3: (Geography) Students will understand the interactions and relationship between human societies and their physical environment. | Focus on Canada and United States |  |
| *3 - Essential Questions:*  *How are populations impacted by geography? What are the major geographical features of the region? Why do people change their environment? Why do populations have different structures?* | 3.4.a Use appropriate date sources and tools to generate, manipulate, and interpret geographic information such as the location of, size of, and distances between places.  3.4.b Describe social effects of environmental changes and crisis resulting from natural phenomena.  3.4.d Explain voluntary and involuntary migration and its effects on the physical and human characteristics of a place.  3.4.e Evaluate conventional and alternative uses of land and water resources in the community, region, and beyond.  3.4.f Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.  3.4.g Analyze the structure and characteristics of different population patterns.  3.4.h Identify the nations of the region and  major cities.  3.4.i Define regions by their human and physical characteristics. | 3.5.a Use appropriate date sources and tools to generate, manipulate, and interpret geographic information such as the location of, size of, and distances between places.  3.5.b Describe social effects of environmental changes and crisis resulting from natural phenomena.  3.5.d Explain voluntary and involuntary migration and its effects on the physical and human characteristics of a place.  3.5.e Evaluate conventional and alternative uses of land and water resources in the community, region, and beyond.  3.5.f Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.  3.5.g Analyze the structure and characteristics of different population patterns.  3.5.h Identify the nations of the region and major cities.  3.5.i Define regions by their human and physical characteristics. |
| 4: (Culture) Students will understand cultural and intellectual developments and interactions among society. |  |  |
| *4 - Essential Questions:*  *How do taboos originate? What forces pressure a culture to change? How do societies preserve their cultures? Do artistic movements shape values or do social values determine artistic movements?* | 4.4.a Examine the interaction between people and the environment and understand how people both shape and are shaped by the environment in which they live.  4.4.b Explain behavioral norms and taboos of different cultures.  4.4.c Analyze ways that people have maintained their traditions and resisted external challenges (war, generation gaps, migration, globalization).  4.4.d Explain the influence different cultural or ethnic groups living in the same society have had on one another.  4.4.e Evaluate the impact on globalization on different cultures and populations.  4.4.f Examine the major religions of the world in terms of their beliefs, rituals, and sacred texts. | 4.5.a Examine the interaction between people and the environment and understand how people both shape and are shaped by the environment in which they live.  4.5.b Explain behavioral norms and taboos of different cultures.  4.5.c Analyze ways that people have maintained their traditions and resisted external challenges (war, generation gaps, migration, globalization).  4.5.d Explain the influence different cultural or ethnic groups living in the same society have had on one another.  4.5.e Evaluate the impact on globalization on different cultures and populations.  4.5.f Examine the major religions of the world in terms of their beliefs, rituals, and sacred texts. |
| 5: (Society and Identity) Students will understand social systems and structures and how these influence individuals. | Focus on Canada and United States |  |
| *5 - Essential Questions:*  *What makes you who you are? Why are people from the same culture alike in values, beliefs, and behaviors? Why and how can someone be different from others in their culture? Are there consequences for being different? Why is it hard to shed your culture's values and beliefs?* | 5.4.a Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity.  5.4.b Describe how sociological circumstances influence an individual’s perceptions of and reactions to the world.  5.4.c Recognize the foundations of one’s own and others’ viewpoints.  5.4.d Understand the impact of conformity, and non-conformity on individuals and groups.  5.4.e Analyze the accuracies and inaccuracies of stereotyping.  5.4.f Examine how socialization influences choice in personal identity. | 5.5.a Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity.  5.5.b Describe how sociological circumstances influence an individual’s perceptions of and reactions to the world.  5.5.c Recognize the foundations of one’s own and others’ viewpoints.  5.5.d Understand the impact of conformity, and non-conformity on individuals and groups.  5.5.e Analyze the accuracies and inaccuracies of stereotyping.  5.5.f Examine how socialization influences choice in personal identity. |
| 6: (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities, and citizenship. | Focus on Canada and United States |  |
| *6 - Essential Questions:*  *What is the best form of government? When is government best suited to resolving conflicts? What types of conflict is government poorly suited to resolve or should not try to resolve? What responsibilities do people have to the general welfare? What rights do they have? Are universal rights really universal? What is citizenship?* | 6.4.a Explain and analyze strengths and weaknesses of various kinds of governance systems in terms of the purposes they are designed to serve.  6.4.b Explain how different types of government acquire, use, and justify power.  6.4.c Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare.  6.4.d Know functions and responsibilities of government leaders and public servants.  6.4.e Explain how public agendas are set and shaped.  6.4.f Define important documentary sources of human rights, including the English Bill of Rights, the Declaration of Independence, and Declaration of Rights of Citizens, and the Universal Declaration of Human Rights.  6.4.g Define citizenship in terms of its legal and political status and criteria used to grant naturalized citizenship.  6.4.h Analyze effects of participation in civic and political live.  6.4.i Explain the role of judicial systems in local, national, and international contexts.  6.4.j Analyze examples of the uses of various strategies to resolve conflict. | 6.5.a Explain and analyze strengths and weaknesses of various kinds of governance systems in terms of the purposes they are designed to serve.  6.5.b Explain how different types of government acquire, use, and justify power.  6.5.c Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare.  6.5.d Know functions and responsibilities of government leaders and public servants.  6.5.e Explain how public agendas are set and shaped.  6.5.f Define important documentary sources of human rights.  6.5.g Define citizenship in terms of its legal and political status and criteria used to grant naturalized citizenship.  6.5.h Analyze effects of participation in civic and political live.  6.5.i Explain the role of judicial systems in local, national, and international contexts.  6.5.j Analyze examples of the uses of various strategies to resolve conflict. |
| 7: (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographical and human factors. | Focus on Canada and United States |  |
| *7 - Essential Questions:*  *What impact does environmental change or natural phenomena have on economic systems and economies? Why are people seeking new “sustainable” means for acquiring and using resources? What are the merits of governmental allocation of resources? What are the merits of market-determined allocation of resources?* | 7.4.a Describe the economic effects of environmental changes and crises resulting from natural phenomena.  7.4.b Explain economic reasons for voluntary migration.  7.4.c Evaluate conventional and alternative uses of resources.  7.4.d Describe historical and contemporary economic systems.  7.4.e Explain primary causes of world trade.  7.4.f Describe global patterns of resource distribution and use.  7.4.g Explain how governments and markets allocate limited resources among competing wants and needs. | 7.5.a Describe the economic effects of environmental changes and crises resulting from natural phenomena.  7.5.b Explain economic reasons for voluntary migration.  7.5.c Evaluate conventional and alternative uses of resources.  7.5.d Describe historical and contemporary economic systems.  7.5.e Explain primary causes of world trade.  7.5.f Describe global patterns of resource distribution and use.  7.5.g Explain how governments and markets allocate limited resources among competing wants and needs. |
| 8: (Science, Technology, and Society) Students will understand how societies have influenced and have been influenced by scientific developments and technological developments. |  |  |
| *8 - Essential Questions:*  *Why do new technologies produce different outcomes in different societies? How can a new technology change the balance of power within a society or between societies? Should societies outlaw certain new technologies? How does adoption of a new technology often lead to new technologies?* | 8.4.a Explain prerequisites for the adoption of a particular technology (social need, resources, cultural attitude).  8.4.b Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power.  8.4.c Evaluate the need for laws and policies to govern technological applications.  8.4.d Describe how technologies might have effects and uses other than those intended. | 8.5.a Explain prerequisites for the adoption of a particular technology (social need, resources, cultural attitude).  8.5.b Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power.  8.5.c Evaluate the need for laws and policies to govern technological applications.  8.5.d Describe how technologies might have effects and uses other than those intended. |
| TOPICS: | Geography Skills  Canada  United States  Mexico, Central America  South America  Europe | Geography Skills  Asia  Africa  Oceania, Australia, New Zealand, Antarctica  Europe |
| Literary Connections: | *Esperanza Rising* Pam Munoz Ryan  *The Westing Game* Ellen Raskin | *A Long Walk to Water* Linda Sue Parker |

|  | 6 - Ancient Civilizations | 7 - Medieval World - Exploration |
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| 1: (Time, Continuity, Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships. |  |  |
| *1 - Essential Questions:*  *To what degree does understanding of an event change when it is considered in different chronological contexts? Why do civilizations and societies reveal long-term enduring patterns in culture, social structure, and governance? What roles do individuals play in historical change? Which types of forces or events bring about genuine historical change and which types will disrupt patterns of continuity? What is the value in examining different kinds of historical change?* | 1.6.a Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.  1.6.b Compare models for organizing history into periods.  1.6.c Interpret graphic presentation of quantitative data.  1.6.d Identify and use primary and secondary sources to examine the past and present. | 1.7.a Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.  1.7.b Compare models for organizing history into periods.  1.7.c Interpret graphic presentation of quantitative data.  1.7.d Analyze the impact of revolution on politics, economies, and societies.  1.7.e Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.  1.7.f Identify and use primary and secondary sources to examine the past and present.  1.7.g Examine historical resources for a point of view, context, bias, distortion, or propaganda.  1.7.h Analyze multiple interpretations of an historical or current event.  1.7.i Differentiate between historical facts and historical interpretation.  1.7.j Analyze quantitive data to answer questions about history. |
| 2: (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy. |  |  |
| *2 - Essential Questions:*  *Why do societies trade? Why do they wage war? To what degree do formal protocols of trade, conflict, and resolution control interactions between societies?* | 2.6.a Analyze how cooperation and conflict influence political, economic, and social conditions.  2.6.b Evaluate efforts to resolve conflict within and among conditions.  2.6.c Analyze how trade has contributed to cooperation and conflict. | 2.7.a Explain the major ways groups, societies, and nations interact with one another (trade and cultural exchanges).  2.7.b Analyze how cooperation and conflict influence political, economic, and social conditions.  2.7.c Evaluate efforts to resolve conflict within and among conditions.  2.7.d Analyze how trade has contributed to cooperation and conflict.  2.7.e Explain how powerful entities, such as countries, corporations, and religious institutions have influenced conflicts and cooperation. |
| 3: (Geography) Students will understand the interactions and relationship between human societies and their physical environment. |  |  |
| *3 - Essential Questions:*  *Which is more powerful, human impact on an environment or an environment’s impact on humans? Are regional divisions valid or constructions made by humans to facilitate the study of geography? How does the movement of people, material goods, and ideas influence geography? How does geography influence lifestyle and point of view? How do geography, climate, and natural resources affect the way people live and work?* | 3.6.a Discuss how the physical environment contributes to the development of distinct cultures.  3.6.b Use a spatial models to investigate relationships between places and a patterns of settlement and human interaction.  3.6.c Explain how social, cultural, political, and economic factors shape and are shaped by the physical environment.  3.6.d Evaluate the impact of migration on the structure of the societies.  3.6.e Evaluate the relationship between human societies and the environment (agricultural productivity, improved water transport).  3.6.f Analyze the geographical factors that contribute to cooperation or conflict between human societies. | 3.7.a Analyze the structure and characteristics of a population over time.  3.7.b Identify and explain how changes people make in the physical environment in one place can cause changes in other places.  3.7.c Discuss how the physical environment contributes to the development of distinct cultures.  3.7.d Use a spatial models to investigate relationships between places and a patterns of settlement and human interaction.  3.7.e Explain how social, cultural, political, and economic factors shape and are shaped by the physical environment.  3.7.f Evaluate the impact of migration on the structure of the societies.  3.7.g Evaluate the relationship between human societies and the environment (agricultural productivity, improved water transport).  3.6.h Analyze the geographical factors that contribute to cooperation or conflict between human societies. |
| 4: (Culture) Students will understand cultural and intellectual developments and interactions among society. |  |  |
| *4 - Essential Questions:*  *Why do people live together and form societies? What is culture? How does someone’s culture influence understanding of the world? What happens when people, material goods, and ideas from different cultures come together? To what degree does an individual have autonomy from their culture? Why do cultures change?* | 4.6.a Analyze sources and characteristics of cultural, religious, and social reform movements.  4.6.b Analyze how art, literature, and traditional customs both shape and are shaped by society.  4.6.c Compare the development of Greco-Roman philosophy and science to the development of ethical monotheism, transcendental religion, and ancient eastern philosophies.  4.6.d Examine how certain texts came to be viewed as sacred.  4.6.e Examine syncretism, acculturation, and assimilation in the context of belief systems and culture.  4.6.f Examine the principle tenants of major world religions. | 4.7.a Explain the elements of culture Language, norms, values, beliefs).  4.7.b Define the elements of a belief system (creed, code of behavior, rituals).  4.7.c Examine the principle tenants of major world religions.  4.7.d Analyze how a major movement in literature, music, and the visual arts influenced social events.  4.7.e Analyze sources and characteristics of cultural, religious, and social reform movements.  4.7.f Analyze how art, literature, and traditional customs both shape and are shaped by society.  4.7.g Examine the historic tension between science and religion.  4.7.h Examine syncretism, acculturation, and assimilation in the context of belief systems and culture.  4.7.i Explain the origins and diffusion of modern science. |
| 5: (Society and Identity) Students will understand social systems and structures and how these influence individuals. |  |  |
| *5 - Essential Questions:*  *How does society organize itself? What is a social group? Why do people generally accept a society’s social groupings? To what degree can individuals differ with social expectations? What are the rewards and penalties for doing so?* | 5.6.a Explain how sociological circumstances influence an individual’s perceptions of and reactions to the world.  5.6.b Analyze the socialization of individuals by groups, organizations, and institutions. | 5.7.a Discuss the limits of socialization and the power of choice in personal identity.  5.7.b Identify how social systems prescribe racial, ethnic, and gendered identities.  5.7.c Examine the difference between “acceptance” and “tolerance”. |
| 6: (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities, and citizenship. |  |  |
| *6 - Essential Questions:*  *How are governments established, maintained, and changed? What happens in the absence of government? What services must government provide? How do citizens begin to participate in government?* | 6.6.a Analyze the change in systems of community order or forms of governance.  6.6.b Identify the elements of early political systems (monarchy, dictatorship).  6.6.c Explain different strategies to resolve conflict. | 6.7.a Compare and contrast major political systems.  6.7.b Explain different strategies to resolve conflict.  6.7.c Explain the roots of and historical development of political systems.  6.7.d Evaluate issues regarding distribution of powers and responsibilities within political systems.  6.7.e Evaluate the role of law and order in political systems. |
| 7: (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographical and human factors. |  |  |
| *7 - Essential Questions:*  *Why are all humans’ economic needs met or satisfied? To what extent do the laws of supply and demand shape economic activity? Can an economy be both highly productive and genuinely fair in the distribution of goods and services? Why do people trade and how does trade influence lives?* | 7.6.a Describe how trade developed and impacted early civilizations.  7.6.b Describe changes in the divisions of labor from hunting and gathering to farming communities to urban societies.  7.6.c Describe the primary causes of trade. | 7.7.a Describe how trade affects the way people earn their living in regions of the world.  7.7.b Describe the changes in the divisions of labor under feudalism.  7.7.c Describe the primary causes of trade.  7.7.d Describe the rise of economic systems and currency.  7.7.e Analyze economic issues from a geographical point of view.  7.7.f Describe reciprocal influences of changes on transportation and communication and changes in trade and economic activities. |
| 8: (Science, Technology, and Society) Students will understand how societies have influenced and have been influenced by scientific developments and technological developments. |  |  |
| *8 - Essential Questions:*  *Why do new technologies produce different outcomes in different societies? How can a new technology change the balance of power within a society or between societies? Should societies outlaw certain new technologies? How does adoption of a new technology often lead to new technologies?* | 8.6.a Describe instances in which changes in values, beliefs, and attitudes have resulted in knowledge and progress.  8.6.b Analyze instances in which economic conditions have influenced and been influenced by developments. | 8.7.a Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge.  8.7.b Explain how different socio-economic groups within a culture may react differently to innovation.  8.7.c Analyze effects of innovation on the diffusion of culture and the preservation of cultural identity. |
| TOPICS: | Early Humans  Mesopotamia  Ancient Egypt and Kush  Israelites  Ancient Greece  Philosophy  Ancient India  Early China  Ancient Rome  Rise of Christianity  Islamic Civilization | Early Americas  Imperial China  Korea, Japan, and SE Asia  Medieval Europe  Renaissance  Reformative  Age of Exploration and Trade  Scientific Revolution and Enlightenment  Political and Industrial Revolutions |
| Literary Connections: | Excerpts *Epic of Gilgamesh*  Ancient Egypt: Mythology  Ancient India: Mythology, *Ramayana*  *Story of Buddha*  Ancient China: Mythology, Folk Tales  Excerpts: Analects, Tao Te Ching  Ancient Greece: Mythology, *The Odyssey*  Ancient Rome: Read aloud *Ancient Ocean*  *Blues*  Excerpts: *Arabian Nights* | Excerpts: *Beowulf*  Norse Mythology  Arthurian Legend  *Catherine, Called Birdy*  Excerpts: *Inferno, The Prince*  Shakespeare: *Romeo and Juliet, Julius Caesar,*  Sonnets  Early Americas: Mythology  *Treasure Island*  Excerpts: *Tale of Two Cities, Gulliver’s*  *Travels* |

|  | 8 - Modern World 1880-Present |  |
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| 1: (Time, Continuity, Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships. |  |  |
| *1 - Essential Questions:*  *To what degree does understanding of an event change when it is considered in different chronological contexts? Why do civilizations and societies reveal long-term enduring patterns in culture, social structure, and governance? What roles do individuals play in historical change? Which types of forces or events bring about genuine historical change and which types will disrupt patterns of continuity? What is the value in examining different kinds of historical change?* | 1.8.a Examine historical resources for a point of view, context, bias, distortion, or propaganda.  1.8.b Analyze multiple interpretations of an historical or current event.  1.8.c Differentiate between historical facts and historical interpretation.  1.8.d Analyze quantitive data and interpret graphic presentation to answer questions about history.  1.8.e Compare models for organizing history into periods.  1.8.f Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.  Analyze the impact of revolution on politics, economies, and societies.  1.8.g Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changes over time and from one society to another. |  |
| 2: (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy. |  |  |
| *2 - Essential Questions:*  *Why do societies trade? Why do they wage war? To what degree do formal protocols of trade, conflict, and resolution control interactions between societies? In modern society, why is it harder to determine who a society’s enemies or allies are?* | 2.8.a Explain tensions between national sovereignty and global interest.  2.8.b Identify issues and standards related to human rights.  2.8.c Analyze the causes and effects of alliances and multinational organizations.  2.8.d Evaluate the effectiveness of international organizations.  2.8.e Analyze how cooperation and conflict influence political, economic, and social conditions.  2.8.f Evaluate efforts to resolve conflict within and among nations.  2.8.g Analyze effects of conflict on national unity.  2.8.h Analyze effects of differing national foreign policy positions on international competition and cooperation.  2.8.i Analyze how trade has contributed to cooperation and conflict.  2.8.j Explain how powerful entities, such as countries, corporations, and religious institutions have influenced conflicts and cooperation in the world. |  |
| 3: (Geography) Students will understand the interactions and relationship between human societies and their physical environment. |  |  |
| *3 - Essential Questions:*  *Which is more powerful, human impact on an environment or an environment’s impact on humans? Are regional divisions valid or constructions made by humans to facilitate the study of geography? How does the movement of people, material goods, and ideas influence geography? How does geography influence lifestyle and point of view? How do geography, climate, and natural resources affect the way people live and work?* | 3.8.a Analyze the structure and characteristics of population over time.  3.8.b Identify and explain how changes people make in the physical environment in one place can cause changes in other places.  3.8.c Discuss how the physical environment contributes to the development of distinct cultures.  3.8.d Use spatial models to investigate relationships between places and patterns of settlement and human interaction.  3.8.e Explain how social, cultural, political, and economic factors shape and are shaped by the physical environment.  3.8.f Evaluate the impact of migration on the structure of societies.  3.8.g Assess the impact of cultural diffusion or globalization on societies in different parts of the world. |  |
| 4: (Culture) Students will understand cultural and intellectual developments and interactions among society. |  |  |
| *4 - Essential Questions:*  *Why do people live together and form societies? What is culture? How does someone’s culture influence understanding of the world? What happens when people, material goods, and ideas from different cultures come together? To what degree does an individual have autonomy from their culture? Why do cultures change?* | 4.8.a Analyze how a major movement in literature, music, and the visual arts influenced social values.  4.8.b Analyze sources and characteristics of cultural, religious, and social reform movements.  4.8.c Explain the origins and diffusions of modern science.  4.8.d Explain the developments that have weakened confidence in modern science (WWI, nuclear weapons, environmental degradation, post-modern philosophy of science).  4.8.e Examine syncretism, acculturation, and assimilation in the context of belief systems and culture.  4.8.f Examine the epistemological complexities of the post-modern age. |  |
| 5: (Society and Identity) Students will understand social systems and structures and how these influence individuals. |  |  |
| *5 - Essential Questions:*  *How does society organize itself? What is a social group? Why do people generally accept a society’s social groupings? To what degree can individuals differ with social expectations? What are the rewards and penalties for doing so?* | 5.8.a Discuss the limits of socialization and the power of choice in personal history.  5.8.b Examine how many cultures reject and reinforce oppositional ideas of gender. |  |
| 6: (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities, and citizenship. |  |  |
| *6 - Essential Questions:*  *Are democratic governments and those based upon constitutions, civic rights and responsibilities, and the rule of law universally the best form of government? What constrains national government when shaping domestic policy and directing foreign policy? What is the best way for governments to tax its citizens or subjects? How are governments established, maintained, and changed? What happens in the absence of government?* | 6.8.a Explain the roots of and historical development of contemporary political systems.  6.8.b Evaluate strengths and weaknesses of various kinds of political philosophies and ideologies.  6.8.c Evaluate issues regarding distribution of powers and responsibilities within political systems.  6.8.d Evaluate the role of law and order in political systems.  6.8.e Evaluate how groups and institutions work to meet individual needs and address necessary social changes. |  |
| 7: (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographical and human factors. |  |  |
| *7 - Essential Questions:*  *Why are all humans’ economic needs met or satisfied? To what extent do the laws of supply and demand shape economic activity? Can an economy be both highly productive and genuinely fair in the distribution of goods and services? Why do people trade and how does trade influence lives?* | 7.8.a Explain examples of historical change by applying fundamental economic concepts (scarcity, opportunity cost, productivity).  7.8.b Explain patterns of trade.  7.8.c Analyze ways in which trade has contributed to change.  7.8.d Explain the major economic systems.  7.8.e Analyze and evaluate economic issues from a geographical point of view.  7.8.f Describe reciprocal influences of changes in transportation and communication and changes in trade and economic activities. |  |
| 8: (Science, Technology, and Society) Students will understand how societies have influenced and have been influenced by scientific developments and technological developments. |  |  |
| *8 - Essential Questions:*  *Is contemporary human life better or worse because of modern scientific developments and because of modern technological developments? What role do social factors play in the impact of new technologies? Do scientific and technological developments create new social, ethical, moral, religious, and legal issues or do they amplify these issues?* | 8.8.a Explain how different socio-economic groups within a culture may react differently to technological innovation.  8.8.b Analyze effects of technology on the diffusion of culture and the preservation of cultural innovation.  8.8.c Examine historical and current influences of modern science on technological innovation.  8.8.d Examine the principal contemporary contexts of innovation and scientific research (commercial and military) and the implications of the context.  8.8.e Explain cause and consequences of the diffusion of the autocatalytic process of innovation.  8.8.f Describe how values, beliefs, and attitudes have influenced and been influenced by scientific and technological developments. |  |
| TOPICS: | Darwinism and Racist Nationalism  2nd Industrial Revolution/Worker’s Rights  Imperialism  Response to Western Domination  Migration  WWI  Russian Revolution  Stalin’s Soviet Union  Mexican Revolution  1920’s  Wall Street Crash/Economic Depressions  Modernism  The New Deal/FDR  1930’s  Rise of Fascism and Nazi Germany  Latin America  Colonial Africa  Colonial India/Gandhi  Japan’s Rise to Power  The Holocaust  WWII  1940’s  Cold War  Boom of 1950’s  Korean War  1960’s in Western/Eastern Europe  1960’s in United States and Canada  Civil Rights/MLK  Women in the 20th Century/Feminism  1970’s Crises and Terrorism  1980’s  Conservative Resurgence  Communist Collapse  1990’s Terrorism/Wars in Middle East  2000/911 - end of a century  Globalization | 21st Century Issues:  Latin America  Africa  Middle East  Asia  Europe  Russia  United States/Canada  Issues in Society:  Sexism  Racism/Bigotry  Genocide  Climate Change |
| Literary Connections: | Short Story: “Metamorphosis”  *Animal Farm*  Film: *War Horse*  WWI short stories  Poems: “Dulce et Decorum Est”  “Lovesong of J. Alfred Prufrock”  Film: *Of Mice and Men*  *To Kill a Mockingbird*  Excerpts: *Anne Frank*  *Night*  *An Elephant in the Garden*  Film: The Book Thief/Monuments Men  Poems: “Mending Wall”  “The Black Lace Fan My Mother  Gave Me”  Excerpts: “Kaffir Boy”  “Marriage is a Private Affair”  “The Bluest Eye” |  |

| Social Studies Literacy Standards 6-8 | Reading | Writing |
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|  | SSR.1.a Cite specific textual evidence to support analysis of primary and secondary sources.  SSR.1.b Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  SSR.1.c Identify key steps in s text’s description of a process related to history/social studies (how laws are made).  SSR.1.d Determine the meaning of words and phrases as they are used in context, including vocabulary specific to social studies.  SSR.1.e Describe a text presents information (sequentially, comparatively)  SSR.1.f Identify aspects of a text that reveal an author’s point of view or purpose (bias, diction, persuasive techniques).  SSR.1.e Integrate visual information with other information in print and digital formats.  SSR.1.f Distinguish among fact, opinion, and reasoned judgment in a text.  SSR.1.g Analyze the relationship between a primary source and secondary source on the same topic.  SSR.1.h Read and comprehend history/social studies texts independently and proficiently.  SSR.i Draw evidence from informational texts to support analysis and research. | SSW.1.a Write arguments focused on discipline-specific content.  SSW.1.b Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.  SSW.1.c Support claims with logical reasoning and relevant, accurate data that demonstrate an understanding of the topic or text, using credible sources.  SSW.1.d Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.  SSW.1.e Demonstrate proficiency in essay structure and integration/documentation of evidence: Introduce a topic clearly;organize ideas, concepts, and information; and use multimedia to aid comprehension.  SSW.1.f Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other examples.  SSW.1.g Provide a concluding statement or section that follows from and supports the argument presented.  SSW.1.h Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use appropriate and varied transitions and precise language to explain the topic.  SSW.1.i Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes. |
|  |  | SSW1.j Develop writing by planning, drafting, revising, and editing.  SSW.1.k Use technology to produce and publish writing.  SSW.1.l Conduct short research projects to answer a question, drawing on several sources.  SSW.1.m Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of sources; and quote or paraphrase while avoiding plagiarism. |

| College, Career, & Civic Life  C3 Framework | Developing Questions and  Planning Inquiries | Applying Disciplinary  Concepts and Tools | Gathering  and  Evaluating Sources | Communicating  Conclusions |
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|  | C3D1.a Explain how a question represents key ideas in the field.  C3D1.b Explain points of agreement experts have on interpretations and applications of concepts and ideas.  C3D1.c Determine the kinds of sources that will be helpful in research. | CIVICS:  C3D2C.a Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of contexts.  C3D2C.b Explain specific roles played by citizens.  C3D2C.c Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.  C3D2C.d Explain the origins, function, and structure of governments.  C3D2C.e Describe the roles of political, civil, and economic organizations in shaping people’s lives.  C3D2C.f Apply civic virtues and democratic principles in school and community settings. | C3D3.a Evaluate the credibility of a source.  C3D3.b Develop claims and counterclaims while pointing out the strengths and limitations of both.  C3D3.c Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.  C3D3.d Present on topics to reach varied audiences using print, digital, and oral technologies. | C3D4.a Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power. strategies, and potential outcomes. |
|  |  | C3D2C.g Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.  C3D2C.h Assess specific rules and laws as means of addressing public problems.  C3D2C.i Compare historical and contemporary means of changing societies and promoting the common good. |  |  |
|  |  | ECONOMICS:  C3D2E.a Explain how economic decisions affect the well-being of individuals, businesses, and society.  C3D2E.b Evaluate alternative approaches to economic issues in terms of benefits and costs for different groups and society as a whole.  C3D2E.c Explain the roles of buyers and sellers in product, labor, competition, and financial markets.  C3D2.d Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.  C3D2.e Analyze the role of innovation and entrepreneurship in a market economy.  C3D2.f Explain barriers to trade and how those barrie influence trade among nations. |  |  |
|  |  | C3D2G.a Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics and to explain relationships between locations of places and regions.  C3D2G.b Explain how cultural patterns and economic decisions influence the daily lives of people in both nearby and distant places.  C3D2G.c Explain how the physical and human characteristics of places and regions are connected to identity and culture.  C3D2G.d Explain how changes in transportations and communication influence the spatial connections among settlements and affect the diffusion of ideas and culture. |  |  |
|  |  | C3D2G.e Analyze the ways in which cultural, population, and environmental characteristics vary among regions of the world and the impact. |  |  |
|  |  | HISTORY:  C3D2H.a Classify series of historical events and developments as examples of change and/or continuity.  C3D2H.b Analyze multiple factors that influenced the perspectives of people during different historical eras. Explain how and why perspectives have changed over time.  C3D2H.c Detect possible limitations in the historical record based on evidence collected from a variety of sources.  C3D2H.d Explain and evaluate multiple causes of events and developments in the past.  C3D2H.e Organize applicable evidence into coherent arguments. |  |  |