

THE ANGLO-AMERICAN SCHOOL OF MOSCOW

K-12 Social Studies

The social studies curriculum at AAS studies theories and models, events and eras as well as geographic areas and nations in order to encourage students to gain a greater understanding of the human condition and human behavior. It allows students to examine how the lessons of the past and today can be used to make wise decisions for the future.

IN THE ELEMENTARY SCHOOL

In the elementary school, social studies is taught through the Primary Years Program (PYP) Units of Inquiry, a model in which students build an understanding of the interconnectedness of academic disciplines. This transdisciplinary approach gives students a context by which to acquire the knowledge and skills laid out in the AAS Social Studies standards. These standards provide vertical agreement on relevant core content and essential understanding throughout the elementary years. The key concepts, central to the philosophy of the PYP, guide student learning in the five critical strands for knowledge in social studies: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments, and resources and the environment (Making the PYP Happen: A Curriculum Framework for International Primary Education, pg. 106).

Social studies leads elementary students to a better understanding of themselves and their role in the global society. It provides the opportunity for students to consider their role in this ever-changing world.

IN THE MIDDLE SCHOOL

The purpose of the middle school Social Studies curriculum is for students to see connections across the human experience to enable them to see patterns in human behavior and society and appreciate multiple perspectives in our diverse, inter-connected world. In addition, students' learning is enlightened by the combination of social studies and the language arts in one course called, Humanities. This combination allows teachers to choose literature that may inform either a historical period or a thematic concept. Language Arts also improves the social studies learning by helping students to analyze challenging primary or secondary sources. Furthermore, in-depth instruction on writing supports social studies understanding by teaching students how to research, evaluate sources, draw relevant evidence from a text, and make a reasoned argument.





While the courses are organized in general on a chronological study of civilization, there are thematic concepts that connect units to the human experience and modern day issues. These concepts and lessons are chosen based on their developmental appropriateness, and their ability to inform students in making wise decisions for the future. These aspects all work together to create a curriculum that is balanced, engaging and developmentally-appropriate for our students.

IN THE HIGH SCHOOL

The purpose of the high school Social Studies curriculum is for students to develop the knowledge and skills that will enable them to serve as informed and responsible citizens in a culturally diverse and interdependent world. This responsibility is built upon a foundation of knowledge of both their own environment as well as that of others and evaluating the connections between diverse peoples and time periods. Different points of view and perspectives are considered, and information is examined critically so that skills may be developed that will enable students to use content learning to solve problems and make decisions which are relevant to their lives. The study of individuals, events, groups, geographic areas, movements, institutions, theories, models, nations and eras allows students to examine how the lessons of the past and today can be used to make wise decisions for the future. Evaluation of evidence and multiple perspectives prepares students to look beyond the obvious and to question. Written and verbal communication skills are strengthened through research and the interpretation, evaluation and presentation of information, as well as instruction that balances content with conceptual understanding.

The Anglo-American School of Moscow



Social Studies

Standards and Benchmarks

THE ANGLO-AMERICAN SCHOOL OF MOSCOW
Learning Outcomes (Standards and Benchmarks)

CONTENT AND PERFORMANCE STANDARDS

At the Anglo-American School of Moscow, our curriculum standards represent an overview of essential school learning for all students. Standards are broad statements of what students should know and be able to do. Different types of standards address various aspects important to learning.

CONTENT STANDARDS

Content standards cover what students are to learn in various subject areas, such as mathematics and science. Each discipline has identified a core of learning outcomes desired for all students.

PERFORMANCE STANDARDS OR *BENCHMARKS*

Performance standards –or *benchmarks* as they are referred to at AAS - are developmentally appropriate components of standards. They are written for each grade and state the knowledge and skills to be acquired by the end of that grade or group of grades. To provide a clearer understanding of what specific skills are taught at a grade level, certain benchmarks include descriptors or examples.

Benchmarks are the knowledge and skills that teachers can assess, and on which student learning progress can be reported. While the ultimate learning goal for students is to attain deep understandings of the issues and content they study, we recognize that understanding itself is difficult to measure and we depend on the measures of knowledge and skills combined with student reflection or ultimate performance.

GUARANTEED AND VIABLE CURRICULUM

A guaranteed curriculum means that we provide the opportunity and support for all students to learn what we have identified as core learning outcomes. Viable means we have identified that which is actually able to be achieved within the time frame of students' Pk-12 journey. We provide learning extension for all students ready and able to exceed the general curriculum, but we organize so that we can ensure all students make adequate progress in the guaranteed curriculum.

In order to ensure the curriculum is guaranteed, viable, and relevant to students' lives, teachers review the benchmarks on a continuous basis and use them to design instruction (and when appropriate – remediation or extension) for students.

AAS teachers develop unit plans aligned with the standards and grade level benchmarks. Unit plans are documents for teacher use that outline the specific content, skills, assessments and resources used in all AAS classrooms. We organize these standards, benchmarks, and instructional units in the resource tool of Rubicon Atlas.

The standards and benchmarks are available on the school website under *academics* at www.aas.ru

What is Not Covered by Standards

(adopted from Common Core Standards, 2011)

The Standards should be recognized for what they are not as well as for what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. AAS graduates are expected to meet the IBO learning objectives for each course in which they are enrolled.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

6. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning.

SOCIAL STUDIES AT AAS

The purpose of the Social Studies curriculum at the Anglo-American School of Moscow is to develop students with the knowledge and skills that will enable them to serve as informed citizens in a culturally diverse and interdependent world. It is also expected that AAS students will develop attitudes that will motivate them to use these skills and knowledge wisely and in a responsible manner. The school strives to create an environment that fosters the making of informed decisions for the public good as citizens of diverse cultures.

In the Elementary School, Social Studies is taught within a transdisciplinary program, as part of the PYP (Primary Years Program) units of inquiry. In the Middle School, Social Studies is taught as Humanities, in conjunction with Language Arts. High School students take core social studies courses in grades nine and ten in addition to selecting from a choice of electives, including the two year International Baccalaureate courses, in grades eleven and twelve.

Social Studies at AAS seeks to examine and understand communities, from the local to the global, drawing on the rich heritage of our student population and their experiences. We value exploring different points of view, examining information critically so that skills may be developed which will enable students to solve problems and make decisions which are relevant to their lives. The study of historical individuals, events, groups, movements, institutions, nations or eras allows students to examine how the lessons of the past can be used to make wise decisions for the future. Evaluation of primary sources and various historical perspectives prepares students to look beyond the obvious and to question. Written and verbal communication skills are strengthened through research and the interpretation and evaluation of information. There are opportunities for students to gain the skills needed in all types of writing including research papers, creative writing and formal essays. The study of how people and the environment interact or the motivations of people are also integral parts of Social Studies at AAS.

The curriculum is designed to ensure that all students have experience in essential knowledge and skills. Social Studies also plays an important role in developing critical thinking skills, desirable habits of study and attitudes towards fellow humans and the environment.

THE AAS SOCIAL STUDIES 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: (People, Places, and Environment) Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.

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

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

Standard 6: (Governance and Citizenship) Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.

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.

The AAS Social Studies Standards are based on the Project AERO standards. Information about this project is available at:
<http://www.nesacenter.org/aero/index.html>

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.

In order to meet the standards, students will:

Kindergarten	Grade 1	Grade 2
<p>1.2.a. Identify stories about past events, people, places or situations.</p> <p>1.2.b. Differentiate between people, places, and events in the past, present and future.</p> <p>1.2.c. Relate stories about past events, people, places, or situations to help our understanding of the past and present.</p>	<p>1.2.a. Identify stories about past events, people, places or situations.</p> <p>1.2.b. Differentiate between people, places, and events in the past, present and future.</p> <p>1.2.c. Relate stories about past events, people, places, or situations to help our understanding of the past and present.</p>	<p>1.2.a. Identify stories about past events, people, places or situations.</p> <p>1.2.b. Differentiate between people, places, and events in the past, present and future.</p> <p>1.2.c. Relate stories about past events, people, places, or situations to help our understanding of the past and present.</p>
Grade 3	Grade 4	Grade 5
<p>1.5.a. Explain why people in different times and places view the world differently.</p> <p>1.5.b. Describe changes in society (e.g., political, social, cultural).</p> <p>1.5.c. Identify cause and effect relationships in history.</p> <p>1.5.d. Identify and use primary and secondary sources to examine the past and present.</p>	<p>1.5.a. Explain why people in different times and places view the world differently.</p> <p>1.5.b. Describe changes in society (e.g., political, social, cultural).</p> <p>1.5.c. Identify cause and effect relationships in history.</p> <p>1.5.d. Identify and use primary and secondary sources to examine the past and present.</p>	<p>1.5.a. Explain why people in different times and places view the world differently.</p> <p>1.5.b. Describe changes in society (e.g., political, social, cultural).</p> <p>1.5.c. Identify cause and effect relationships in history.</p> <p>1.5.d. Identify and use primary and secondary sources to examine the past and present.</p>

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

In order to meet the standards, students will:

Kindergarten	Grade 1	Grade 2
<p>2.2.a. Give examples of conflict and cooperation among individuals and groups.</p> <p>2.2.b. Identify and describe factors that contribute to cooperation and factors that may cause conflict.</p> <p>2.2.c. Identify that some ways of dealing with disagreements work better than others.</p>	<p>2.2.a. Give examples of conflict and cooperation among individuals and groups.</p> <p>2.2.b. Identify and describe factors that contribute to cooperation and factors that may cause conflict.</p> <p>2.2.c. Identify that some ways of dealing with disagreements work better than others.</p>	<p>2.2.a. Give examples of conflict and cooperation among individuals and groups.</p> <p>2.2.b. Identify and describe factors that contribute to cooperation and factors that may cause conflict.</p> <p>2.2.c. Identify that some ways of dealing with disagreements work better than others.</p>

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

In order to meet the standards, students will:

Grade 3	Grade 4	Grade 5
<p>2.5.a. Describe how wants and needs have implications beyond the self.</p> <p>2.5.b. Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</p> <p>2.5.c. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).</p>	<p>2.5.a. Describe how wants and needs have implications beyond the self.</p> <p>2.5.b. Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</p> <p>2.5.c. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).</p>	<p>2.5.a. Describe how wants and needs have implications beyond the self.</p> <p>2.5.b. Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</p> <p>2.5.c. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).</p>

Standard 3: (People, Places, and Environment) Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.

In order to meet the standards, students will:

Kindergarten	Grade 1	Grade 2
<p>3.2.a. Describe ways in which people depend on the physical environment.</p> <p>3.2.b. Explain the concept of location.</p> <p>3.2.c. Use maps and graphs, tables, and diagrams to read and display geographic information.</p> <p>3.2.d. Locate and distinguish between landforms.</p> <p>3.2.e. Describe the influence of landforms and geographic features on human population and cultures.</p> <p>3.2.f. Differentiate between ways in which people from different cultures think about and adapt to the physical environment.</p>	<p>3.2.a. Describe ways in which people depend on the physical environment.</p> <p>3.2.b. Explain the concept of location.</p> <p>3.2.c. Use maps and graphs, tables, and diagrams to read and display geographic information.</p> <p>3.2.d. Locate and distinguish between landforms.</p> <p>3.2.e. Describe the influence of landforms and geographic features on human population and cultures.</p> <p>3.2.f. Differentiate between ways in which people from different cultures think about and adapt to the physical environment.</p>	<p>3.2.a. Describe ways in which people depend on the physical environment.</p> <p>3.2.b. Explain the concept of location.</p> <p>3.2.c. Use maps and graphs, tables, and diagrams to read and display geographic information.</p> <p>3.2.d. Locate and distinguish between landforms.</p> <p>3.2.e. Describe the influence of landforms and geographic features on human population and cultures.</p> <p>3.3.f Differentiate between ways in which people from different cultures think about and adapt to the physical environment.</p>

Standard 3: (People, Places, and Environment) Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.

In order to meet the standards, students will:

Grade 3	Grade 4	Grade 5
<p>3.5.a. Explain and use the elements of maps and globes.</p> <p>3.5.b. Apply appropriate resources and geographic tools to generate and interpret information about the earth.</p> <p>3.5.c. Apply concepts such as location, distance, direction, scale, movement and region.</p> <p>3.5.d. Describe ways that the earth's physical and human-made features have changed over time.</p> <p>3.5.e. Describe factors that influence locations of human populations and human migration.</p> <p>3.5.f. Describe and explain various types and patterns of settlement and land use.</p> <p>3.5.g. Identify why particular locations are used for certain activities.</p> <p>3.5.h. Define regions by their human and physical characteristics.</p>	<p>3.5.a. Explain and use the elements of maps and globes.</p> <p>3.5.b. Apply appropriate resources and geographic tools to generate and interpret information about the earth.</p> <p>3.5.c. Apply concepts such as location, distance, direction, scale, movement and region.</p> <p>3.5.d. Describe ways that the earth's physical and human-made features have changed over time.</p> <p>3.5.e. Describe factors that influence locations of human populations and human migration.</p> <p>3.5.f. Describe and explain various types and patterns of settlement and land use.</p> <p>3.5.g. Identify why particular locations are used for certain activities.</p> <p>3.5.h. Define regions by their human and physical characteristics.</p>	<p>3.5.a. Explain and use the elements of maps and globes.</p> <p>3.5.b. Apply appropriate resources and geographic tools to generate and interpret information about the earth.</p> <p>3.5.c. Apply concepts such as location, distance, direction, scale, movement and region.</p> <p>3.5.d. Describe ways that the earth's physical and human-made features have changed over time.</p> <p>3.5.e. Describe factors that influence locations of human populations and human migration.</p> <p>3.5.f. Describe and explain various types and patterns of settlement and land use.</p> <p>3.5.g. Identify why particular locations are used for certain activities.</p> <p>3.5.h. Define regions by their human and physical characteristics.</p>

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

In order to meet the standards, students will:

Kindergarten	Grade 1	Grade 2
<p>4.2.a. Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history.</p> <p>4.2.b. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other.</p> <p>4.2.c. Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.</p> <p>4.2.d. Compare and contrast social environments in different cultures.</p> <p>4.2.e. Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures.</p>	<p>4.2.a. Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history.</p> <p>4.2.b. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other.</p> <p>4.2.c. Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.</p> <p>4.2.d. Compare and contrast social environments in different cultures.</p> <p>4.2.e. Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures.</p>	<p>4.2.a. Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history.</p> <p>4.2.b. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other.</p> <p>4.2.c. Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.</p> <p>4.2.d. Compare and contrast social environments in different cultures.</p> <p>4.2.e. Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures.</p>

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

In order to meet the standards, students will:

Grade 3	Grade 4	Grade 5
<p>4.5.a. Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).</p> <p>4.5.b. Compare and contrast the ways that different cultures meet human needs and concerns.</p> <p>4.5.c. Explain the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures.</p> <p>4.5.d. Describe how cultural contributions from various groups have formed a national identity.</p> <p>4.5.e. Explain the elements of culture (language, norms, values, beliefs, etc.).</p> <p>4.5.f. Define the elements of a belief system (creed, code of behavior, rituals, community).</p> <p>4.5.g. Examine the principle tenets of one major world religion.</p> <p>4.5.h. Describe advantages and disadvantages associated with cultural diversity.</p> <p>4.5.i. Examine cultural diffusion.</p>	<p>4.5.a. Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).</p> <p>4.5.b. Compare and contrast the ways that different cultures meet human needs and concerns.</p> <p>4.5.c. Explain the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures.</p> <p>4.5.d. Describe how cultural contributions from various groups have formed a national identity.</p> <p>4.5.e. Explain the elements of culture (language, norms, values, beliefs, etc.).</p> <p>4.5.f. Define the elements of a belief system (creed, code of behavior, rituals, community).</p> <p>4.5.g. Examine the principle tenets of one major world religion.</p> <p>4.5.h. Describe advantages and disadvantages associated with cultural diversity.</p> <p>4.5.i. Examine cultural diffusion.</p>	<p>4.5.a. Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).</p> <p>4.5.b. Compare and contrast the ways that different cultures meet human needs and concerns.</p> <p>4.5.c. Explain the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures.</p> <p>4.5.d. Describe how cultural contributions from various groups have formed a national identity.</p> <p>4.5.e. Explain the elements of culture (language, norms, values, beliefs, etc.).</p> <p>4.5.f. Define the elements of a belief system (creed, code of behavior, rituals, community).</p> <p>4.5.g. Examine the principle tenets of one major world religion.</p> <p>4.5.h. Describe advantages and disadvantages associated with cultural diversity.</p> <p>4.5.i. Examine cultural diffusion.</p>

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

In order to meet the standards, students will:

Kindergarten	Grade 1	Grade 2
<p>5.2.a. Identify connections between who they are as a person and their place in the world.</p> <p>5.2.b. Distinguish themselves as individuals from others.</p> <p>5.2.c. Recognize that individual people are part of a group.</p> <p>5.2.d. Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.</p> <p>5.2.e. Explain why people live in social groups (e.g. families, communities, and nation).</p> <p>5.2.f. Identify roles and behaviors that people demonstrate when in group situations.</p> <p>5.2.g. Identify opportunities for choice in personal identity.</p>	<p>5.2.a. Identify connections between who they are as a person and their place in the world.</p> <p>5.2.b. Distinguish themselves as individuals from others.</p> <p>5.2.c. Recognize that individual people are part of a group.</p> <p>5.2.d. Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.</p> <p>5.2.e. Explain why people live in social groups (e.g. families, communities, and nation).</p> <p>5.2.f. Identify roles and behaviors that people demonstrate when in group situations.</p> <p>5.2.g. Identify opportunities for choice in personal identity.</p>	<p>5.2.a. Identify connections between who they are as a person and their place in the world.</p> <p>5.2.b. Distinguish themselves as individuals from others.</p> <p>5.2.c. Recognize that individual people are part of a group.</p> <p>5.2.d. Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.</p> <p>5.2.e. Explain why people live in social groups (e.g. families, communities, and nation).</p> <p>5.2.f. Identify roles and behaviors that people demonstrate when in group situations.</p> <p>5.2.g. Identify opportunities for choice in personal identity.</p>

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

In order to meet the standards, students will:

Grade 3	Grade 4	Grade 5
<p>5.5.a. Describe how families influence the individual.</p> <p>5.5.b. Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.5.c. Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members.</p> <p>5.5.d. Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.</p> <p>5.5.e. Identify and describe ways that ethnicity and cultures influence people's daily lives.</p> <p>5.5.f. Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.</p> <p>5.5.g. Describe socialization and opportunities for choice in personal identity.</p> <p>5.5.h. Examine the difference between "acceptance" and "tolerance".</p>	<p>5.5.a. Describe how families influence the individual.</p> <p>5.5.b. Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.5.c. Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members.</p> <p>5.5.d. Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.</p> <p>5.5.e. Identify and describe ways that ethnicity and cultures influence people's daily lives.</p> <p>5.5.f. Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.</p> <p>5.5.g. Describe socialization and opportunities for choice in personal identity.</p> <p>5.5.h. Examine the difference between "acceptance" and "tolerance".</p>	<p>5.5.a. Describe how families influence the individual.</p> <p>5.5.b. Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.5.c. Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members.</p> <p>5.5.d. Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.</p> <p>5.5.e. Identify and describe ways that ethnicity and cultures influence people's daily lives. 5.5.f. Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.</p> <p>5.5.f. Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.</p> <p>5.5.g. Describe socialization and opportunities for choice in personal identity.</p> <p>5.5.h. Examine the difference between "acceptance" and "tolerance".</p>

Standard 6: (Governance and Citizenship) Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.

In order to meet the standards, students will:

Kindergarten	Grade 1	Grade 2
<p>6.2.a. Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.b. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher).</p> <p>6.2.c. Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.d. Identify qualities that leaders need in order to meet their responsibilities.</p> <p>6.2.e. Describe the impact of families and schools on their lives.</p> <p>6.2.f. Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.g. Explain reasons for the importance of leadership and service.</p> <p>6.2.h. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).</p> <p>6.2.i. Describe the impact of religious institutions, government agencies, and civic groups on their lives.</p>	<p>6.2.a. Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.b. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher).</p> <p>6.2.c. Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.d. Identify qualities that leaders need in order to meet their responsibilities.</p> <p>6.2.e. Describe the impact of families and schools on their lives.</p> <p>6.2.f. Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.g. Explain reasons for the importance of leadership and service.</p> <p>6.2.h. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).</p> <p>6.2.i. Describe the impact of religious institutions, government agencies, and civic groups on their lives.</p>	<p>6.2.a. Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.b. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher).</p> <p>6.2.c. Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.d. Identify qualities that leaders need in order to meet their responsibilities.</p> <p>6.2.e. Describe the impact of families and schools on their lives.</p> <p>6.2.f. Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.g. Explain reasons for the importance of leadership and service.</p> <p>6.2.h. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).</p> <p>6.2.i. Describe the impact of religious institutions, government agencies, and civic groups on their lives.</p>

Standard 6: (Governance and Citizenship) Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.

In order to meet the standards, students will:

Grade 3	Grade 4	Grade 5
<p>6.5.a. Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.</p> <p>6.5.b. Describe how political institutions meet needs and wants of individuals and society.</p> <p>6.5.c. Identify community leaders, local and national government officials, and world leaders.</p> <p>6.5.d. Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship).</p> <p>6.5.e. Describe the organization and major responsibilities of the various levels of governments.</p> <p>6.5.f. Explain what citizenship is.</p> <p>6.5.g. Identify and describe means by which citizens can monitor, evaluate and influence actions of their government.</p> <p>6.5.h. Describe the roles of laws, courts of law, and judges.</p> <p>6.5.i. Compare and contrast major political systems.</p> <p>6.5.j. Explain different strategies to resolve conflict.</p>	<p>6.5.a. Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.</p> <p>6.5.b. Describe how political institutions meet needs and wants of individuals and society.</p> <p>6.5.c. Identify community leaders, local and national government officials, and world leaders.</p> <p>6.5.d. Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship).</p> <p>6.5.e. Describe the organization and major responsibilities of the various levels of governments.</p> <p>6.5.f. Explain what citizenship is.</p> <p>6.5.g. Identify and describe means by which citizens can monitor, evaluate and influence actions of their government.</p> <p>6.5.h. Describe the roles of laws, courts of law, and judges.</p> <p>6.5.i. Compare and contrast major political systems.</p> <p>6.5.j. Explain different strategies to resolve conflict.</p>	<p>6.5.a. Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.</p> <p>6.5.b. Describe how political institutions meet needs and wants of individuals and society.</p> <p>6.5.c. Identify community leaders, local and national government officials, and world leaders.</p> <p>6.5.d. Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship).</p> <p>6.5.e. Describe the organization and major responsibilities of the various levels of governments.</p> <p>6.5.f. Explain what citizenship is.</p> <p>6.5.g. Identify and describe means by which citizens can monitor, evaluate and influence actions of their government.</p> <p>6.5.h. Describe the roles of laws, courts of law, and judges.</p> <p>6.5.i. Compare and contrast major political systems.</p> <p>6.5.j. Explain different strategies to resolve conflict.</p>

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

In order to meet the standards, students will:

Kindergarten	Grade 1	Grade 2
<p>7.2.a. Distinguish between needs and wants.</p> <p>7.2.b. Describe roles resources play in our daily lives.</p> <p>7.2.c. Describe how we depend upon people with specialized jobs.</p> <p>7.2.d. Distinguish between goods and services.</p> <p>7.2.e. Explain why people make choices about how to satisfy wants and needs.</p> <p>7.2.f. Identify institutions that are part of economic systems.</p> <p>7.2.g. Describe how goods and services can be exchanged</p>	<p>7.2.a. Distinguish between needs and wants.</p> <p>7.2.b. Describe roles resources play in our daily lives.</p> <p>7.2.c. Describe how we depend upon people with specialized jobs.</p> <p>7.2.d. Distinguish between goods and services.</p> <p>7.2.e. Explain why people make choices about how to satisfy wants and needs.</p> <p>7.2.f. Identify institutions that are part of economic systems.</p> <p>7.2.g. Describe how goods and services can be exchanged.</p>	<p>7.2.a. Distinguish between needs and wants.</p> <p>7.2.b. Describe roles resources play in our daily lives.</p> <p>7.2.c. Describe how we depend upon people with specialized jobs.</p> <p>7.2.d. Distinguish between goods and services.</p> <p>7.2.e. Explain why people make choices about how to satisfy wants and needs.</p> <p>7.2.f. Identify institutions that are part of economic systems.</p> <p>7.2.g. Describe how goods and services can be exchanged.</p>

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

In order to meet the standards, students will:

Grade 3	Grade 4	Grade 5
<p>7.5.a. Describe characteristics, locations, uses, and management of renewable and non-renewable resources.</p> <p>7.5.b. Distinguish among human, natural, and capital resources.</p> <p>7.5.c. Describe how changes in transportation and communication have affected trade and economic activities.</p> <p>7.5.d. Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.</p> <p>7.5.e. Describe how trade affects the way people earn their living in regions of the world.</p> <p>7.5.f. Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.</p> <p>7.5.g. Describe primary causes of world trade.</p>	<p>7.5.a. Describe characteristics, locations, uses, and management of renewable and non-renewable resources.</p> <p>7.5.b. Distinguish among human, natural, and capital resources.</p> <p>7.5.c. Describe how changes in transportation and communication have affected trade and economic activities.</p> <p>7.5.d. Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.</p> <p>7.5.e. Describe how trade affects the way people earn their living in regions of the world.</p> <p>7.5.f. Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.</p> <p>7.5.g. Describe primary causes of world trade.</p>	<p>7.5.a. Describe characteristics, locations, uses, and management of renewable and non-renewable resources.</p> <p>7.5.b. Distinguish among human, natural, and capital resources.</p> <p>7.5.c. Describe how changes in transportation and communication have affected trade and economic activities.</p> <p>7.5.d. Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.</p> <p>7.5.e. Describe how trade affects the way people earn their living in regions of the world.</p> <p>7.5.f. Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.</p> <p>7.5.g. Describe primary causes of world trade.</p>

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

In order to meet the standards, students will:

Kindergarten	Grade 1	Grade 2
<p>8.2.a. Distinguish between "tool" and "technique."</p> <p>8.2.b. Describe examples in which tools and techniques have changed the lives of people.</p> <p>8.2.c. Identify reasons and requirements for making tools and developing techniques.</p>	<p>8.2.a. Distinguish between "tool" and "technique."</p> <p>8.2.b. Describe examples in which tools and techniques have changed the lives of people.</p> <p>8.2.c. Identify reasons and requirements for making tools and developing techniques.</p>	<p>8.2.a. Distinguish between "tool" and "technique."</p> <p>8.2.b. Describe examples in which tools and techniques have changed the lives of people.</p> <p>8.2.c. Identify reasons and requirements for making tools and developing techniques.</p>
Grade 3	Grade 4	Grade 5
<p>8.5.a. Explain the difference between science and technology.</p> <p>8.5.b. Examine ways in which tools and techniques make certain tasks easier.</p> <p>8.5.c. Describe ways that tools and techniques can have both positive and negative effects.</p> <p>8.5.d. Describe changes in scientific knowledge and technology that have affected your host country.</p> <p>8.5.e. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.</p>	<p>8.5.a. Explain the difference between science and technology.</p> <p>8.5.b. Examine ways in which tools and techniques make certain tasks easier.</p> <p>8.5.c. Describe ways that tools and techniques can have both positive and negative effects.</p> <p>8.5.d. Describe changes in scientific knowledge and technology that have affected your host country.</p> <p>8.5.e. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.</p>	<p>8.5.a. Explain the difference between science and technology.</p> <p>8.5.b. Examine ways in which tools and techniques make certain tasks easier.</p> <p>8.5.c. Describe ways that tools and techniques can have both positive and negative effects.</p> <p>8.5.d. Describe changes in scientific knowledge and technology that have affected your host country.</p> <p>8.5.e. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.</p>

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