



Social Studies Curriculum – Intermediate Level

May 2007

Introduction

Social Studies Curriculum

Social science is about human interactions. Study in this field encourages students to listen carefully to the views of all members of a group and to represent their own points of view appropriately and effectively. The group benefits from the individual knowledge and skills of its members. Each individual – like each part of social science itself – holds an important relationship to the whole.

Social science is a highly integrated set of disciplines. Understanding economics requires knowing mathematics; understanding geography requires knowledge of earth science. Students must grasp that the connections between the parts of social science – and their relations to other academic areas – are the key to better understanding how people interact. Students in social science must know data collection and analysis, library and field research, debate, discussion and decision making – all of which are key elements to successful members of society.

Individuals are shaped by culture, groups, and institutions. As individuals develop, they meet their basic needs in a variety of ways. Central to this development are the exploration, identification, and analysis of how individuals relate to others.

2nd – 3rd Grade

Concepts

Ten Strands

Culture

Culture helps us to understand ourselves as both individuals and members of various groups

In democratic and multicultural societies, students need to understand multiple perspectives that derive from different cultural vantage-points

Cultures are dynamic and ever changing

Time, Continuity, and Change

Human beings seek to understand their historical roots and to locate themselves in time

Knowing how to read and reconstruct the past allows one to develop a historical perspective and recognize the relationships between human decisions and consequences

Knowledge of history allows one to make informed choices and decisions in the present

Skills and Processes

- Explores and describes similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns because of their different physical environment and social conditions
- Gives examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference
- Describes ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture
- Gives examples and describes cultural unity and diversity within and across groups
- Demonstrates an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views-multiple perspectives
- Understands sequential events and cause and effect relationships
- Can identify and use various sources for reconstructing the past
- Develops critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts
- Uses knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making and action-taking on public issues

Concepts

People, Places, and Environments

The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world

Geographic concepts make people aware of global connections and expand their knowledge of diverse cultures both historical and contemporary

Individual Development and Identity

Human behavior reflects social norms

One needs to develop social processes

Human beings learn through discourse, interactions, and cooperative groups

Individuals, Groups, and Institutions

Institutions are organized bodies that further the core social values of those who comprise them

People make up the institutions and therefore they are adaptable and ever-changing

Leadership and Governance

Rights and responsibilities

Concepts of a just society

Production, Distribution, and Consumption

People organize for the production, distribution, and consumption of goods and services

Science, Technology and Society

Relationship exists among science, technology and society

Skills and Processes

- Uses appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.
 - Estimates distance and calculates scale
 - Observes and speculates about social and economic effects of environmental and physical system changes, including seasons, climate, weather, and the water cycle
 - Can identify geographic features
 - Explores the interactions of human beings and their physical environment and evaluates alternative uses of resources and land
 - Understands geographic terms
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- Works independently and cooperatively to accomplish goals
 - Understands familiar organizations (e.g. family, or school)
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- Gives examples of the role of institutions in furthering both continuity and change
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- Examines the rights and responsibilities of different groups of people
 - Recognizes and gives examples of the conflicts between the wants and needs of individuals and groups
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- Distinguishes between needs and wants, private and public
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- Can identify and describe examples in which science and technology have changed the lives of people, such as in work
 - Can identify and describe examples in which science and technology have led to changes in the physical environment

Concepts

Global Connections

Human beings are part of the global community

Civic Ideals and Practices

Communities have ideals and principles

Skills and Processes

- Explores ways that language, art, music, belief systems, and other cultural elements may nurture global understandings
- Gives examples of conflict and cooperation among individuals and groups

- Can identify examples of rights and responsibilities of citizens
- Can locate, access, and process information about an issue of public concern from multiple points of view
- Recognizes and interprets how the 'common good' can be strengthened through various forms of citizen action

4th – 5th Grade

Concepts

The Ten Strands

Culture

Culture helps us to understand ourselves as both individuals and members of various groups

In democratic and multicultural societies, students need to understand multiple perspectives that derive from different cultural vantage-points

Cultures are dynamic and ever changing

Skills and Practices

- Can comparing and explain similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns because of their different physical environment and social conditions
- Can explain how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference
- Explains and gives examples ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture
- Gives examples and describes cultural unity and diversity within and across groups

Time, Continuity, and Change

Human beings seek to understand their historical roots and to locate themselves in time

Knowing how to read and reconstruct the past allows one to develop a historical perspective and recognize the relationships between human decisions and consequences

Knowledge of history allows one to make informed choices and decisions in the present

- Demonstrates an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views
- Understands sequential events and cause and effect relationships
- Can identify, use, and evaluate various sources for reconstructing the past
- Develops critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors, of people in different historical contexts
- Uses knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making and action-taking on public issues

Concepts

People, Places, and Environments

The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world

Geographic concepts make people aware of global connections and expand their knowledge of diverse cultures both historical and contemporary

Individual Development and Identity

Human behavior reflects social norms

One needs to develop social processes

Human beings learn through discourse, interactions, and cooperative groups

Individuals, Groups, and Institutions

Institutions are an organized body to further the core social values of those who comprise them

People make up the institutions and therefore they are adaptable and ever-changing

Leadership and Governance

Rights and responsibilities

Concepts of a just society

Production, Distribution, and Consumption

People organize for the production, distribution, and consumption of goods and services

Science, Technology and Society

Relationship exists among science, technology and society

Skills and Practices

- Uses appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.
- Estimates distance and calculates scale
- Describes how people create physical places that reflect ideas, personality, and culture.
- Observes and speculates about social and economic effects of environmental and physical system changes, including seasons, climate, weather, and the water cycle
- Locates and distinguishes among varying landforms and geographic features, including mountains, plateaus, islands, and oceans
- Examines the interactions of human beings and their physical environment and evaluate alternative uses of resources and land
- Understands geographic terms

- Works independently and cooperatively to accomplish goals
- Understands familiar organizations (e.g. family, or school, local government)

- Can identify the traits of a leader
- Describes how leaders are chosen or developed
- Describes the ways family, gender, & ethnicity contribute to personal identity as a leader
- Explains how leaders make an impact in both small groups & society

- Examines the rights and responsibilities of different groups of people
- Recognizes and gives examples of the conflicts between the wants and needs of individuals and groups, & countries
- Distinguishes between power and authority

- Can identify and describe examples in which science and technology have changed the lives of people, such as in work environments

Concepts

Skills and Practices

- Can identify and describe examples in which science and technology have led to changes in the physical environment
- Describes instances in which science and technology have contributed to changes in values, beliefs, and attitudes

Global Connections

Human beings are part of the global community

- Explores ways that language, art, music, belief systems, and other cultural elements may nurture global understandings
- Gives examples of conflict, cooperation, and interdependence among individuals, groups, and nations
- Investigates concerns, issues, standards, and conflicts related to universal human rights

Civic Ideals and Practices

Communities have ideals and principles

- Can identify examples of rights and responsibilities of citizens
- Can locate, access, organize, and apply information about an issue of public concern from multiple points of view
- Can identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic
- Recognizes and interprets how the 'common good' can be strengthened through various forms of citizen action
- Compares democracy with at least one other system, e.g. monarchy