



# Our Savior Christian Academy

*Curriculum Framework for:*     **Social Studies**

## ✠ PHILOSOPHY ✠

*God reveals Himself through the unfolding acts of history. His guiding hand is seen in the day to day events of the entire world. Through sin, human relationships and our interaction with all creation have been affected. Understanding the disciplines of social studies enables us, by God's grace, to respond as active participants in redeeming the world.*

# Our Savior Christian Academy

## *Broad Goals*

### *Our Savior Christian Academy's Social Studies goals include:*

- Incorporating Jesus Christ in all core areas of Social Studies.
- Focusing on teaching children about their world so they can establish their own views about society & culture for a well-rounded view of the world.
- Providing the children with a wide range of knowledge, skills, and related activities that help him/her to develop an understanding of becoming a Christ-like citizen.
- Encouraging the children to be confident and to communicate Social Studies effectively through reading, writing, speaking, and listening.
- Incorporating a critical understanding of the history, geography, economics, traditions and values of the United States as expressed in both their unity and diversity.
- Exhibiting organizational skills, intellectual curiosity and growth, and application of what has been learned in Social Studies both to future schoolwork and to lifelong learning.

### *Our Savior Christian Academy obtains this through:*

- Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum
- Fascinating & significant Social Studies experiences through multi-sensory activities and off site field trips that incorporate the world around them.
- Applying Social Studies to other core areas of learning.
- Adapting other subjects to add valuable perspectives to the Social Studies curriculum.
- Teaching as a way of encouraging students to draw upon their own experiences while adding new perspectives to help children become critical thinkers
- Teaching on an individual basis with the knowledge that children acquire an understanding of Social Studies in an uneven way.
- Continuous assessment for analysis and planning in Science.
  - Focuses on the identification of the children's existing knowledge and strategies.
  - Updating curriculum to meet changing state standards along with student needs.
  - Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mastery.
- Work samples and results that are shared with the parents, congregants, and community.

# Principles of Constitutional Democracy

CONCEPTS	<b>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States – integrating faith through understanding that we have a common purpose. Revelation 17:13-17</b>	
	<b>GRADE K</b>	<b>GRADE 1</b>
<b>A. Principles of constitutional democracy in the United States</b>	Identify why laws and rules are made  <b>Curriculum</b> <ul style="list-style-type: none"> <li>Begin by reading <u>David Goes to School</u> by David Shannon. Discuss with students why David got in trouble. Have them draw a picture of what he should have done instead. Break students into groups. Hand out cards with a class rule per group. Have students work together to create a skit demonstrating the correct and wrong way to follow this rule.</li> </ul>	Explain how laws and rules are made and changed to promote the <b>common good</b>  <b>Curriculum</b> <ul style="list-style-type: none"> <li>Define the "<i>common good</i>." Read the book <i>Miss Nelson Is Missing</i> by Harry Allard and James Marshall. Ask students what Miss Nelson's class <b>needs</b> in order to provide a better place for learning and a happier place for everyone to be. Explain to students that rules are needed for the <b>common good</b>. This means that the students in Miss Nelson's class need to work together for the <b>benefit</b> of all.</li> <li>Divide the class into groups of four or five. Ask each group to brainstorm some class rules that would <b>benefit</b> everyone in Miss Nelson's class, rules that are for the <b>common good</b> (the <b>benefit</b> of everyone in the class).</li> <li>Send a letter home to parents asking them to share with their children what rules they remember when they were in school and how these rules benefited the classroom. <a href="http://learningtogive.org/lessons/unit96/lesson1.html">http://learningtogive.org/lessons/unit96/lesson1.html</a></li> </ul>
<b>DOK</b>	2	2
<b>Standards</b>	SS1 4.1	SS1 1.10
<b>B. Role of citizens and governments in carrying out constitutional principles</b>		List the <b>rights</b> and <b>responsibilities</b> of citizens  <b>Curriculum</b> <ul style="list-style-type: none"> <li>Students will learn about the seven attributes of a good citizen: trust, respect, honesty, responsibility, fairness, compassion, and self-control (add into Circle time). Write each word on the board in columns. Have students give examples of each attribute. Develop a book for the students to design. Break students into groups hand out cards with an attribute listed on each card. Have students work together to create a skit demonstrating one of the examples listed.</li> </ul>
<b>DOK</b>		2

# Principles of Constitutional Democracy

<b>Standards</b>		SS1 1.10
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<b>CONCEPTS</b>	<b>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
	<b>GRADE K</b>	<b>GRADE 1</b>
<b>D. Knowledge of the symbols of our nation</b>	Identify the flag as a symbol of our nation Recite the Pledge of Allegiance  <b>Curriculum</b> <ul style="list-style-type: none"> <li>• Sing the National Anthem in morning announcements.</li> <li>• Identify the flag’s 13 stripes and 50 stars, along with what they mean.</li> <li>• Create a flag through painting and weaving construction paper.</li> </ul>	Recognize and explain the significance of the following national symbols:  <b>Curriculum</b> <ul style="list-style-type: none"> <li>• Statue of Liberty                             <ul style="list-style-type: none"> <li>○ Create a statue of liberty crown and torch.</li> </ul> </li> <li>• Nation’s capitol                             <ul style="list-style-type: none"> <li>○ Create a popsicle white house</li> </ul> </li> </ul>
<b>DOK</b>	1	2
<b>Standards</b>	SS1 1.10	SS1 1.10

# Principles and Processes of Governance Systems Missouri

CONCEPTS	2. Knowledge of principles and processes of governance systems – integrating faith through an understanding of sovereign authority of God, existence of objective moral values and fixed standards, and that all men are created equal. Exodus 18:16, Dt. 10:20, Ps. 119, Gen. 1:26, Romans 3:23	
	GRADE K	GRADE 1
<b>A. Principles and purposes of government.</b>	<p>Participate in a democratic decision-making processes <b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Link to day to day activities (voting on classroom rules)</li> <li>• Develop goals for active participation</li> <li>• Allow students to express their views</li> <li>• Promote listening skills</li> </ul>	<p>Examine how individual rights are protected <b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Link to day to day activities                             <ul style="list-style-type: none"> <li>○ Participate in learning experiences that involve core values of democracy, including freedom of speech and thought, equality of opportunity, justice, and diversity).</li> </ul> </li> </ul>
<b>DOK</b>	2	2
<b>Standards</b>	SS2 4.2	SS2 1.9
<b>A. (Continued)</b>	<p>Explain how to resolve disputes peacefully in the classroom and on the playground <b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Talk about conflicts in school (cutting in front of, bullying). Chart responses. Explain to the class that each child had to make a choice as to how they would respond. Explain to the students that they will be doing role-plays with lose/lose and win/win solutions.</li> <li>• Role playing strips: <a href="http://www.njsbf.org/images/content/1/1/11155/CR%20Elementary%20Volume%20II.pdf">http://www.njsbf.org/images/content/1/1/11155/CR%20Elementary%20Volume%20II.pdf</a></li> </ul>	<p>Propose peaceful resolutions of disputes in the classroom and on the playground <b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Talk about conflicts in school (cutting in front of, bullying). Chart responses. Chart responses. Explain to the class that each child had to make a choice as to how they would respond. Explain to the students that they will be doing role-plays with lose/lose and win/win solutions.</li> <li>• Role playing strips: <a href="http://www.njsbf.org/images/content/1/1/11155/CR%20Elementary%20Volume%20II.pdf">http://www.njsbf.org/images/content/1/1/11155/CR%20Elementary%20Volume%20II.pdf</a></li> </ul>
<b>DOK</b>	2	2
<b>Standards</b>	SS2 3.2	SS2 3.3
<b>C. Processes of governmental systems</b>	<p>Describe how groups need to make decisions and how those decisions are made in families and classrooms <b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Describe classroom and family rules to a classmate. Brainstorm different decisions made within a family and compare to classroom. (Create Venn Diagram.)</li> </ul>	<p>Describe how authoritative decisions are made, enforced and interpreted within schools <b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Guest speaker: Mrs. Pappert, Jean Novotny</li> </ul>
<b>DOK</b>	2	2

# Principles and Processes of Governance Systems

<b>Standards</b>	SS2 1.6, 4.1	SS2
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<b>CONCEPTS</b>	<b>2. Knowledge of principles and processes of governance systems</b>	
	<b>GRADE K</b>	<b>GRADE 1</b>
<b>C. (Continued)</b>	<p>Explain what it means to make rules and how it is necessary to carry out or enforce rules</p> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Begin by reading <u>David Goes to School</u> by David Shannon. Discuss with students why David got in trouble. Have them draw a picture of what he should have done instead. Break students into groups. Hand out cards with a class rule per group. Have students work together to create a skit demonstrating the correct and wrong way to follow this rule.</li> </ul>	<p>Explain what it means to make, enforce, carry out and interpret rules (i.e., explain what rules mean in specific cases)</p> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Have students participate in creating classroom rules</li> <li>• Invite community policeman to classroom to discuss rules (speeding, stealing, etc.)</li> </ul>
<b>DOK</b>	2	2
<b>Standards</b>	SS2 1.10, 4.1	SS2 1.10, 1.6

## Missouri, United States and World History

CONCEPTS	3a. Knowledge of continuity and change in the history of Missouri and the United States – integrating through a profound understanding of history through scripture. Hosea 4:6	
	GRADE K	GRADE 1
<b>G.</b> Knowledge of contributions of non-Missourians		Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln <b>Curriculum</b> <ul style="list-style-type: none"> <li>• Students trace each others face outline (shadow on black paper) and then add cotton balls for hair (George Washington)</li> <li>• Create an Abraham hat with black construction paper and tube)</li> </ul>
<b>DOK</b>		2
<b>Standards</b>		SS3 1.10

## Relationships of Individuals and Groups to Institutions and Traditions

NCEPTS	<b>4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) – integrating faith through understanding the world’s resources and how we inhabit the earth responsibly. Lev. 25:1-7; 26:34-35</b>	
	<b>GRADE K</b>	<b>GRADE 1</b>
<b>A.</b> Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events	Identify examples of <b>scarcity</b> <b>Curriculum</b> <ul style="list-style-type: none"> <li>● Activity: Popped Popcorn               <ul style="list-style-type: none"> <li>○ Have popped popcorn in a bag. Have crumpled up newspaper in other bag. Have students grab as much popcorn out of first bag and act surprised when remaining students come to get popcorn &amp; the other bags are full of newspaper.</li> <li>○ Explain that everyone thought there was plenty of popcorn. If the first students served had known there was a limited amount, perhaps they might have left enough.</li> <li>○ Define scarcity</li> </ul> </li> </ul>	Identify examples of <b>private goods</b> and services <b>Curriculum</b> <ul style="list-style-type: none"> <li>● Create an extended list of goods and services -- some public, some private, and some with characteristics of both categories. Place each listed item on a file card.</li> <li>● For each example, a team member must say whether it is public, private, or both. An explanation also must be given for each answer. When a student answers incorrectly, he or she sits down. Continue alternating between teams until you have a 'last person standing.' That student's team wins the game.</li> </ul>
<b>DOK</b>	2	2
<b>Standards</b>	SS4 1.6	SS4 1.6
<b>A. (Continued)</b>	Identify examples of <b>opportunity cost</b> <b>Curriculum</b> <ul style="list-style-type: none"> <li>● Introduce story <i>Spend or Save?</i> <ul style="list-style-type: none"> <li>○ Ask questions to go along with story(attached)</li> </ul> </li> <li>● Allow students to earn money for classroom treasure box and decide whether to spend or save.               <ul style="list-style-type: none"> <li>○ Students will make decisions about spending now or saving for planned, unplanned, or unexpected purchases in the future.</li> </ul> </li> </ul>	Describe the relationships among <b>consumers, consumption, producers and production</b> <b>Curriculum</b> <ul style="list-style-type: none"> <li>● Create note cards with different workers               <ul style="list-style-type: none"> <li>○ Distribute one prepared worker card to each student.</li> <li>○ Discuss goods, services, producers, and consumers</li> <li>○ Create a worker web                   <ul style="list-style-type: none"> <li>▪ While holding onto the end of ball of yarn, roll it to someone in the circle who produces a good or service, either on their jobs or at home, and explain the use. The person who receives the ball of yarn, selects another worker. Keep going.</li> </ul> </li> </ul> </li> </ul>
<b>DOK</b>	2	2

## Relationships of Individuals and Groups to Institutions and Traditions

<b>Standards</b>	SS4 1.6	SS4 1.6
<b>CONCEPTS</b>	<b>5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment – integrating faith through understanding major biblical geography including the Land of Canaan (Exodus 12:25), and the importance of geography in prophetic scripture (Joel 3:1-21).</b>	
	<b>GRADE K</b>	<b>GRADE 1</b>
<b>A.</b> Reading and constructing maps	Identify maps and globes as geographic tools <b>Curriculum</b> <ul style="list-style-type: none"> <li>• Distinguish between land and water on a globe.</li> <li>• Follow a map from one area to another. Drawing a line on the map to get to the designated location.</li> </ul>	Read maps <b>Curriculum</b> <ul style="list-style-type: none"> <li>• Have a student follow a map to tell parent how to get home</li> <li>• Make a map showing the route from the classroom to another location in the school.               <ul style="list-style-type: none"> <li>○ Exchange and have student follow map.</li> </ul> </li> </ul>
<b>DOK</b>	1	1
<b>Standards</b>	SS5 1.10	SS5 1.4, 1.5
<b>A.</b> <i>(Continued)</i>		Use a compass rose to identify cardinal directions <b>Curriculum</b> <ul style="list-style-type: none"> <li>• Compass scavenger hunt               <ul style="list-style-type: none"> <li>○ During this lesson students take a reading with a compass and use the compass to reach multiple checkpoints with letters that spell out a word/phrase.</li> </ul> </li> </ul>
<b>DOK</b>		1
<b>Standards</b>		SS5 1.10
<b>B.</b> Understanding the concept of location to make predictions and solve problems		Locate a <b>place</b> by pointing it out on a map and by describing its <b>relative location</b> (description of a location by explaining where the place is in relation to one or more other places) <b>Curriculum</b> <ul style="list-style-type: none"> <li>• <a href="#">Me on the Map</a> by Joan Sweeney</li> <li>• Provide students with maps of the location of their home. Describe to another student how to get to the location, following the map and describing location in relation to another</li> </ul>

# Relationships of Individuals and Groups to Institutions and Traditions

<b>DOK</b>		1
<b>Standards</b>		SS5 1.5, 1.6, 1.4

<b>CONCEPTS</b>	<b>6. Knowledge of relationships of the individual and groups to institutions and cultural traditions – integrating faith through understanding Old Testament terms “commandment and tradition (Matt. 15:6, 1 Cor 11:2).</b>	
	<b>GRADE K</b>	<b>GRADE 1</b>
<b>A. Cultures meeting the needs of people</b>	Name common physical, social and emotional needs <b>Curriculum</b> <ul style="list-style-type: none"> <li>Sort pictures of different needs</li> </ul>	Explain how people have common physical, social and emotional needs <b>Curriculum</b> <ul style="list-style-type: none"> <li>Brainstorm physical, social, and emotional needs. Students compare how needs are similar for most people.</li> <li>Sort pictures of different needs</li> </ul>
<b>DOK</b>	1	2
<b>Standards</b>	SS6 1.10	SS6 1.10

## Tools of Social Science Inquiry

CONCEPTS	7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents) – integrating faith through understanding Biblical standards of measurement and that the Bible is the ultimate standard on which all Christian teaching is based (beyond the physical). Romans 10:17	
	GRADE K	GRADE 1
<b>A. Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry</b>	Identify visual, graphic and auditory aids (posters and recordings) <ul style="list-style-type: none"> <li>• Developed a slideshow of visual and graphic aids, along with recordings to show to class.</li> <li>• Use visual, graphic, and auditory aids as part of learning environment.</li> </ul>	Identify visual, graphic and auditory aids (globes, maps) <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Make a map showing the route from the classroom to another location in the school.</li> <li>• Distinguish between land and water on a globe.</li> </ul>
<b>DOK</b>	1	1
<b>Standards</b>	SS7 1.10	SS7 1.10
<b>A. (Continued)</b>	Identify <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos) <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• <b>Primary:</b> Throughout the year, students write in diaries and journals. Students bring in photos, conduct interviews, and writing letters to others.</li> <li>• <b>Secondary:</b> students review and work with first graders to research</li> </ul>	Identify and use <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos) <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• <b>Primary:</b> Throughout the year, students write in diaries and journals. Students bring in photos, conduct interviews, and writing letters to others.</li> <li>• <b>Secondary:</b> use internet to research</li> </ul>
<b>DOK</b>	1	1
<b>Standards</b>	SS7 1.10	SS7 1.5, 1.10
<b>A. (Continued)</b>	Identify library and media resources (videos, electronic resources, periodicals and books) <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Use videos electronic resources, books and periodicals within classroom activities</li> </ul>	Identify library and media resources (videos electronic resources, books and periodicals) <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Use videos electronic resources, books and periodicals within classroom activities</li> </ul>

## Tools of Social Science Inquiry

<b>DOK</b>	1	1
<b>Standards</b>	SS7 1.10	SS7 1.10
<b>CONCEPTS</b>	<b>7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)</b>	
	<b>GRADE K</b>	<b>GRADE 1</b>
<b>A. (Continued)</b>	<p>Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p> <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Identify “artifacts” from a contemporary setting.</li> <li>• Describe the function of each artifact.</li> <li>• Interpret possible associations between artifacts. <ul style="list-style-type: none"> <li>○ Tell your students that they will be learning how archaeologists use physical evidence in the form of artifacts (human-made objects) to learn about the past. Tell them to imagine that an archaeological expedition at your school has recently uncovered a number of artifacts that the class must now examine and interpret. Stress that the students were picked for this job because they were the foremost experts on the archaeological sites.</li> </ul> </li> </ul>	<p>Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p> <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Identify “artifacts” from a contemporary setting.</li> <li>• Describe the function of each artifact.</li> <li>• Interpret possible associations between artifacts. <ul style="list-style-type: none"> <li>○ Tell your students that they will be learning how archaeologists use physical evidence in the form of artifacts (human-made objects) to learn about the past. Tell them to imagine that an archaeological expedition at your school has recently uncovered a number of artifacts that the class must now examine and interpret. Stress that the students were picked for this job because they were the foremost experts on the archaeological sites.</li> </ul> </li> </ul>
<b>DOK</b>	1	1
<b>Standards</b>	SS7 1.10	SS7 1.10

## **Tools of Social Science Inquiry**