



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 the Republic

CONCEPTS	1. Knowledge of the principles expressed in documents shaping republic in the United States- 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 6	GRADE 7
A. Principles of republic in the United States	Identify responsibilities that governments and citizens need to accept to become effective in a republic Curriculum Give an introduction to citizenship and what it takes to be a good citizen. It also has scenarios for kids to decide if someone is showing a good example of citizenship- at home, school and around the community.	Analyze responsibilities governments and citizens need to accept to become effective in a republic Curriculum Analyze ones responsibilities and write an informational research paper
DOK	2	2
Standards	SS1 1.6	SS1 1.6, 4.2
A. (Continued)	Define the following: a. limited government b. rule of law c. majority rule d. minority rights Curriculum <ul style="list-style-type: none"> • Watch the School House Rocks segment on the Constitution, and then will brainstorm key concepts that they have learned through the video, and based on prior knowledge. • Read the text book lesson on the Constitution. Students will add key concepts to the list compiled as a group in class, as well as further clarify concepts discussed as a group. • After discussion, students will complete their concept map, with added words and concepts, and use that as a basis to write a brief paper on the history of the Constitution, and the general principles it represents. 	Compare and contrast the following: a. limited government b. rule of law c. majority rule d. minority rights Curriculum <ul style="list-style-type: none"> • Watch the School House Rocks segment on the Constitution, and then will brainstorm key concepts that they have learned through the video, and based on prior knowledge. • Read the text book lesson on the Constitution. Students will add key concepts to the list compiled as a group in class, as well as further clarify concepts discussed as a group. • After discussion, students will complete their concept map, with added words and concepts, and use that as a basis to write a brief paper on the history of the Constitution, and the general principles it represents.
DOK	1	2
Standards	SS1 1.10	SS1 1.6

Missouri, United States and World History

CONCEPTS	3b. Knowledge of continuity and change in the history of the World
GRADE 6	
A. Culture of early river valley civilizations	Examine river civilizations including: a. Ancient Egypt in North Africa (pyramids and mathematics) b. India (religions and culture) c. Mesopotamia (beginnings of civilization) d. China (technological advances) Curriculum Following simple guidelines to develop an informative research paper 1. STEP 1. CHOOSE A TOPIC 2. STEP 2. FIND INFORMATION 3. STEP 3. STATE YOUR THESIS 4. STEP 4. MAKE A TENTATIVE OUTLINE 5. STEP 5. ORGANIZE YOUR NOTES 6. STEP 6. WRITE YOUR FIRST DRAFT 7. STEP 7. REVISE YOUR OUTLINE AND DRAFT 8. STEP 8. TYPE FINAL PAPER
DOK	2
Standards	SS3 1.9
B. Contributions of Greek and Roman civilizations	Distinguish between Greek civilization and the Roman Empire regarding: a. origins of democracy b. rule of law c. governmental structures Curriculum Following simple guidelines to develop an informative research paper 1. STEP 1. CHOOSE A TOPIC 2. STEP 2. FIND INFORMATION 3. STEP 3. STATE YOUR THESIS 4. STEP 4. MAKE A TENTATIVE OUTLINE 5. STEP 5. ORGANIZE YOUR NOTES 6. STEP 6. WRITE YOUR FIRST DRAFT 7. STEP 7. REVISE YOUR OUTLINE AND DRAFT STEP 8. TYPE FINAL PAPER
DOK	2
Standards	SS3 1.9
C. Institutions and events of European civilization during the Middle Ages	Investigate Europe in the Middle Ages, including: a. rise of kingdoms b. feudalism c. the Crusades Curriculum Following simple guidelines to develop an informative research paper 1. STEP 1. CHOOSE A TOPIC 2. STEP 2. FIND INFORMATION 3. STEP 3. STATE YOUR THESIS 4. STEP 4. MAKE A TENTATIVE OUTLINE 5. STEP 5. ORGANIZE YOUR NOTES 6. STEP 6. WRITE YOUR FIRST DRAFT 7. STEP 7. REVISE YOUR OUTLINE AND DRAFT STEP 8. TYPE FINAL PAPER
DOK	2
Standards	SS3 1.10

D. Japanese institutions and culture	Investigate Feudal Japan, including: a. rise of war lords b. art Curriculum Following simple guidelines to develop an informative research paper 1. STEP 1. CHOOSE A TOPIC 2. STEP 2. FIND INFORMATION 3. STEP 3. STATE YOUR THESIS 4. STEP 4. MAKE A TENTATIVE OUTLINE 5. STEP 5. ORGANIZE YOUR NOTES 6. STEP 6. WRITE YOUR FIRST DRAFT 7. STEP 7. REVISE YOUR OUTLINE AND DRAFT STEP 8. TYPE FINAL PAPER
DOK	2
Standards	SS3 1.10, 1.9

CONCEPTS	3b. Knowledge of continuity and change in the history of the World- integrating through a profound understanding of history through scripture. Hosea 4:6
	GRADE 6
E. Native Latin American cultures	Examine and compare the Mayan, Aztec and Incan cultures Curriculum Following simple guidelines to develop an informative research paper 1. STEP 1. CHOOSE A TOPIC 2. STEP 2. FIND INFORMATION 3. STEP 3. STATE YOUR THESIS 4. STEP 4. MAKE A TENTATIVE OUTLINE 5. STEP 5. ORGANIZE YOUR NOTES 6. STEP 6. WRITE YOUR FIRST DRAFT 7. STEP 7. REVISE YOUR OUTLINE AND DRAFT STEP 8. TYPE FINAL PAPER
DOK	2
Standards	SS3 1.9
F. Cultural features of the historic African Empires	Investigate African Empires, including: a. agriculture, arts, gold production and the trans-Saharan caravan trade b. spread of Islam into Africa Curriculum Following simple guidelines to develop an informative research paper 1. STEP 1. CHOOSE A TOPIC 2. STEP 2. FIND INFORMATION 3. STEP 3. STATE YOUR THESIS 4. STEP 4. MAKE A TENTATIVE OUTLINE 5. STEP 5. ORGANIZE YOUR NOTES 6. STEP 6. WRITE YOUR FIRST DRAFT 7. STEP 7. REVISE YOUR OUTLINE AND DRAFT STEP 8. TYPE FINAL PAPER
DOK	2
Standards	SS3 1.9, 1.6

Economic Concepts and Principles

CONCEPTS	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) – <i>integrating faith through understanding the world’s resources and how we inhabit the earth responsibly. Lev. 25:1-7; 26:34-35</i>	
	GRADE 6	GRADE 7
A. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events	Apply the following economic concepts: a. scarcity b. supply and demand c. specialization of regions, nations and individuals (trade) d. trade-offs (opportunity cost) e. income, wealth and sources of wealth Curriculum Economics: The Study of Scarcity http://www.unc.edu/depts/econ/byrns_web/PrinEcon/SG/SVE_SG-01.pdf Use examples to show supply and demand and opportunity cost Study of economics http://ecedweb.unomaha.edu/lessons/FE0G1.htm	Apply the following economic concepts: a. investment b. productivity c. Gross Domestic Product (GDP) d. inflation e. profit and profit motive Curriculum <ul style="list-style-type: none"> Students calculate the US GDP and various examples from South America. Using this information, they make inferences about per-capita income http://ecedweb.unomaha.edu/lessons/feogx.htm# Study economic concepts and apply them in related situations
DOK	2	2
Standards	SS4 1.10	SS4 1.10
B. Understanding the consequences of personal and public economic decisions	Identify the consequences of personal and public economic decisions Curriculum Study health economics and the costs and consequences in decision making	Explain the consequences of personal and public economic decisions Curriculum Study health economics and the costs and consequences in decision making
DOK	2	2
Standards	SS4 1.10	SS4 1.6

CONCEPTS	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
	GRADE 6	GRADE 7
F. Interpreting the past, explaining the present and predicting the future of economic decisions	Interpret the past, explain the present and predict future consequences of economic decisions Curriculum <ul style="list-style-type: none"> Break off into groups with give each group an economic decision. Research, interpret, and present information found. 	Interpret the past, explain the present and predict future consequences of economic decisions Curriculum <ul style="list-style-type: none"> Break off into groups with give each group an economic decision. Research, interpret, and present information found.
DOK	3	3
Standards	SS4 3.8	SS4 3.8

Elements of Geographical Study and Analysis

CONCEPTS	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).	
	GRADE 6	GRADE 7
A. Reading and constructing maps	Use geographic research sources to acquire and process information to answer questions and solve problems Curriculum Given a topic, use geographic research sources to gather information about. Research and discuss problem/solution in area	Use geographic research sources to process and report information to solve problems Curriculum Given a topic, use geographic research sources to gather information about. Research and discuss problem/solution in area
DOK	3	3
Standards	SS5 1.10, 3.2, 1.4, 1.5	SS5 2.1, 3.2, 1.4, 1.5
A. (Continued)	Construct maps Curriculum Map worksheet series.	Construct maps Curriculum Map worksheet series.
DOK	2	2
Standards	SS5 1.8	SS5 1.8
B. Understanding the concept of location to make predictions and solve problems	Locate major cities and nations of the world Curriculum • Map worksheet series.	Locate major cities and nations of the world in historical context Curriculum • Study past and present maps
DOK	1	1
Standards	SS5 1.4, 1.5	SS5 1.4, 1.10, 1.5
B. (Continued)	Locate the world's continents, oceans and major topographic features Curriculum • Map worksheet series.	Locate the world's continents, oceans and major topographic features as civilizations spread Curriculum • Study past and present maps
DOK	1	1
Standards	SS5 1.4, 1.5	SS5 1.4, 1.10
B. (Continued)	Locate and describe geographic places , using absolute and relative location Curriculum • Map color book. • Play Battleship.	Locate and describe geographic places , using absolute and relative location , especially as people were able to define them more accurately Curriculum • Map color book. • Play Battleship.
DOK	2	2
Standards	SS5 1.4, 1.5, 1.10	SS5 1.4, 1.5, 1.10

Elements of Geographical Study and Analysis

CONCEPTS	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	
	GRADE 6	GRADE 7
C. Understanding the concept of place	Describe physical characteristics , such as climate, topography, relationship to water and ecosystems Curriculum Geography for life http://www.uen.org/core/displayLessonPlans.do?courseNumber=6200&standardId=3415&objectiveId=3417	Explain physical characteristics , such as climate, topography, relationship to water and ecosystems Curriculum Do geographical studies and analysis on different locations in Missouri.
DOK	1	2
Standards	SS5 1.10	SS5 1.6
C. (Continued)	Describe human characteristics , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system Curriculum Do geographical studies and analysis on different locations in Missouri.	Explain human characteristics , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system Curriculum Do geographical studies and analysis on different locations in Missouri.
DOK	1	2
Standards	SS5 1.10	SS5 1.6
D. Relationships within places (Human-Environment Interactions) (Movement)		Describe how physical processes shape the physical environment Curriculum Weather & Environment http://rss.weather.com/education/wxclass/lessonplans/geographylessonplan.html
DOK		2
Standards		SS5 1.10
D. (Continued)		Describe a variety of ecosystems, and explain where they may be found and how physical processes and human activities may change them Curriculum List & Describe 4 aquatic ecosystems
DOK		3
Standards		SS5 1.6

CONCEPTS	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	
	GRADE 6	GRADE 7
E. Understanding relationships between and among places	Describe trade patterns, explaining how supply and demand influence movement of goods and services, human, natural and capital resources Curriculum Choose a region & create a web/mind map dealing with the agricultural and mineral resources, and then write a paragraph on the imports and exports of the countries with each region.	Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers Curriculum Choose a region & create a web/mind map dealing with the causes and effects of migration streams, movements, and barriers
DOK	2	2
Standards	SS5 1.6	SS5 1.6, 3.6
F. Understanding relationships between and among regions	Compare regions and predict how human life in one region in the world would differ from that in another Curriculum examine the four main regions's geography, history, government, economy, and culture. Performance requiring students to create a project.	Explain how regions of the world relate to one another and change over time Curriculum examine the four main regions's geography, history, government, economy, and culture. Performance requiring students to create a project.
DOK	2	3
Standards	SS5 1.6, 3.2	SS5 1.6

Elements of Geographical Study and Analysis

CONCEPTS	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	
	GRADE 6	GRADE 7
H. Human Systems	Describe major patterns of population distribution, demographics and migrations in the world and the impact of these patterns on cultures and community life Curriculum	
DOK	2	
Standards	SS5 1.6	
I. Human-environment interactions	Identify world-wide patterns of resource distribution Curriculum Construct a resource map. Research on-line and use maps to locate examples of resource distribution in the world and write a paper describing.	Identify and describe world-wide patterns of resource distribution Curriculum Construct a resource map. Research on-line and use maps to locate examples of resource distribution in the world and write a paper describing.
DOK	1	1
Standards	SS5 1.10	SS5 1.6
I. (Continued)	Identify how technology and culture influence resource use Curriculum With a partner, brainstorm a list of ways in which technology and culture influence resource use. Write a summary of the ideas.	Identify how technology and culture have influenced resource use in the past Curriculum With a partner, brainstorm a list of ways in which technology and culture influence resource use. Write a summary of the ideas
DOK	2	2
Standards	SS5 1.10	SS5 1.6

CONCEPTS	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	
	GRADE 6	GRADE 7
I. (Continued)	Identify environmental consequences of how people use resources Curriculum Study the Environmental Impacts of Mining	Identify and explain environmental consequences of how people use resources from historical examples Curriculum Study the Environmental Impacts of Mining
DOK	2	2
Standards	SS5 1.10	SS5 1.6, 3.5
I. (Continued)	Identify the effect of natural forces upon human activities Curriculum Discuss the different impacts of natural disasters	Identify and explain the effect of natural forces upon human activities from historical experiences Curriculum Discuss the different impacts of natural disasters
DOK	2	2
Standards	SS5 1.10	SS5 1.6, 3.5
J. Using geography to interpret, explain and plan for the future	Use geography to interpret the past, explain the present and plan for the future Curriculum · Study geography to interpret the past (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases considerably)	Use geography to interpret the past, explain the present and plan for the future Curriculum · Study geography to interpret the past (e.g., why rivers have played an important role in an transportation) and predict future consequences (e.g., what will likely happen if population of a city increases considerably)
DOK	3	3
Standards	SS5 1.6, 3.2	SS5 1.6, 3.2

Relationships of Individuals and Groups to Institutions and Traditions

CONCEPTS	6. Knowledge of relationships of the individual and groups to institutions and cultural traditions- – 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).	
	GRADE 6	GRADE 7
D. Knowledge of how needs of individuals are met	Evaluate how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities in other cultures Curriculum Students learn about events that prevent people from getting their basic needs. They also explore how people & organizations step forward to help others get their basic needs met. Students become sensitive to the needs of others & are motivated to think about ways they can help.	Analyze how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities in the United States and other nations Curriculum Students learn about events that prevent people from getting their basic needs. They also explore how people and organizations step forward to help others get their basic needs met. Students become sensitive to the needs of others and are motivated to think about ways they can help.
DOK	4	4
Standards	SS6 1.6	SS6 1.6, 1.9
F. Effects of actions, cultural, traditions and institutions	Describe how cultural traditions, human actions and institutions affect people's behavior Curriculum Write an informational paper about how cultural traditions, human actions, and institutions have affected a groups behavior	Analyze how cultural traditions, human actions and institutions affect people's behavior Curriculum Write an informational paper about how cultural traditions, human actions, and institutions have affected a groups behavior.
DOK	2	2
Standards	SS6 1.6	SS6 1.6
G. Effect of laws and events on relationships		Identify how laws and events affect members of groups and relationships among groups Curriculum Identify how laws and events have affected Indians
DOK		2
Standards		SS6 1.6, 3.6
H. Effect of personal and group experiences on perceptions	Identify how personal and group experiences influence people's perceptions and judgments of events Curriculum Role play different instances where students identify their reactions to events.	
DOK	2	
Standards	SS6 1.6, 3.5	

CONCEPTS	6. Knowledge of relationships of the individual and groups to institutions and cultural traditions	
	GRADE 6	GRADE 7
I. Changing ideas, concepts and traditions	Describe how ideas, concepts and traditions have changed over time Curriculum Break off into groups with each group having an idea/concept/tradition (ex. Religion). Research, interpret, and present information found.	
DOK	2	
Standards	SS6 1.9	
J. Methods of resolving conflicts		Evaluate constructive processes or methods for resolving conflicts Curriculum Break off into groups with each group having a conflict that they work together to solve (role play)
DOK		3
Standards		SS6 3.4, 3.7

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 6	GRADE 7	GRADE 8
A. Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry	Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters Curriculum Given a specific topic use primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters Interview an expert. Record findings citing the source. http://www.edu.plymouth.ac.uk/resined/interviews/inthome.htm		
DOK	4		
Standards	SS7 1.2, 1.4, 2.1		

CONCEPTS	7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)	
	GRADE 6	GRADE 7
B. Knowledge to create and use various social studies graphics and maps	Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions Curriculum Have available globe, maps and various tools for measurement. Map worksheet series. Have available various forms of technology including hand held devices.	
DOK	4	
Standards	SS7 1.4, 3.5, 1.6	
B. (Continued)	Create maps, graphs, timelines, charts and diagrams to communicate information Curriculum Have available globe, maps and various tools for measurement. Map worksheet series. Have available various forms of technology including hand held devices.	
DOK	2	
Standards	SS7 1.8, 1.4, 2.1	
C. Understanding fact, opinion, bias and points of view in sources	Distinguish between fact and opinion and recognize bias and points of view Curriculum Given various scenarios determine fact and opinion Recognize bias and points of view by researching various newspaper articles	
DOK	2	
Standards	SS7 1.7, 3.6, 3.5	
D. Using technological tools	Use technological tools for research and presentation Curriculum Have available various forms of technology including hand held devices.	
DOK	2-4	
Standards	SS7 1.4, 2.7, 2.1	
G. Supporting a point of view	Identify, research and defend a point of view/position Curriculum Students use problem-based approach to research a topic and defend position. Have debate within class.	
DOK	3	
Standards	SS7 1.2, 1.4, 1.7	