



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.

Principles of the Republic

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 <i>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</i>
GRADE 8	
A. Principles of republic in the United States	Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed Curriculum Handout: http://bilofrightsinstitute.org/wp-content/uploads/2013/01/BAA-Declaration-Lesson-Download.pdf
DOK	3
Standards	SS1 1.6. 4.2
A. (Continued)	Analyze important principles in the Constitution including: a. limited government b. rule of law c. majority rule and minority rights d. separation of powers e. checks and balances f. amendment process g. federalism (i.e., as regards federal and state governments, powers being shared, delegated and reserved) h. popular sovereignty i. due process of law (see Amendments V & XIV) j. voting by citizens, especially as later amendments were passed Curriculum Teaching 6 Big Ideas: http://www.archives.gov/legislative/resources/education/constitution/
DOK	2
Standards	SS1 1.6, 4.2

CONCEPTS	1. Knowledge of the principles expressed in documents shaping republic in the United States
GRADE 8	
A. (Continued)	Apply important principles of the Bill of Rights, such as: a. basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9) b. protections against the government (fair trials, rights of accused, due process of law, etc.) Curriculum Basic Right Flashcards: http://quizlet.com/14580812/flashcards Congress and the Creation of Rights: http://www.archives.gov/legislative/resources/education/bill-of-rights/
DOK	2
Standards	SS1 1.10

Principles of the Republic

<p>B. Role of citizens and governments in carrying out constitutional principles</p>	<p>Apply knowledge of responsibilities that governments and citizens need to accept in order to carry out the principles in the Bill of Rights</p> <p>Curriculum</p> <ol style="list-style-type: none"> 1. Allow students the opportunity to gain insight into the civil rights of U.S. citizens by exploring major U.S. Supreme Court cases. Their explorations will enhance their understanding of the prevailing current interpretations of each of the amendments contained in the Bill of Rights. Divide students into pairs and give each pair copies of the relevant portions of the applicable cases, being sure to include both prevailing and dissenting opinions. Choices will have to be made since several courses could be taught on the U.S. Supreme Court cases for each amendment. It is critical that students are provided with these materials in case study format. They will have to read, examine the data/arguments, and decide whether they agree with the decision or disagree. 2. Each student will be expected to write a short paper which describes the right(s) he or she was assigned, the question facing the court in each case(s), how it was resolved, and whether he or she agrees or disagrees with the outcome. In addition, each student pair will present to the entire class a short summary of their understanding of what the right(s) assigned to them means and one example of how it has had or could have an effect on their lives or the lives of their family or friends.
<p>DOK</p>	<p>3</p>
<p>Standards</p>	<p>SS1 1.6, 4.2</p>

Principles and Processes of Governance Systems

CONCEPTS	2. Knowledge of principles and processes of governance systems
	GRADE 8
C. Processes of governmental systems	<p>Apply rights and responsibilities of individuals to events in US history and everyday life</p> <p>Curriculum</p> <ol style="list-style-type: none"> 1. Explore the responsibilities of citizens by discussing issues in the community and/or the nation. Create separate lists of current public policy issues in your neighborhoods, school community, state, and the nation. 2. As a whole class, have students identify the appropriate governmental body responsible for each public policy issue when citizens seek resolution of an issue (this also applies to their lives as students in their school communities). 3. For each issue listed, brainstorm possible ways that citizens might get involved in the public policy issue. Discuss why a citizen might want to get involved and how his or her participation may benefit the individual and the community/state/nation.
DOK	4
Standards	SS2 4.2
C. (Continued)	<p>Explain how laws are made, interpreted and enforced</p> <p>Curriculum</p> <p>Have students select a law that they know about. For example, bike riders under the age of eighteen must wear a helmet or the speed limit is 65 mph on the freeway. Then have students explain in writing why the law was made, why it is a good law, and what would happen if it did not exist.</p> <p>Write a letter to a local council member to inquire about local laws and his or her responsibilities to the citizens.</p>
DOK	2
Standards	SS1 1.10

Principles and Processes of Governance Systems

CONCEPTS	2. Knowledge of principles and processes of governance systems
	GRADE 8
C. (Continued)	<p>Explain how leaders are selected</p> <p>Curriculum Students will participate in a series of activities on leadership, exploring the qualities of good leader, assessing leadership qualities within themselves, and evaluating the leadership of their current president</p>
DOK	2
Standards	SS2 1.10
C. (Continued)	<p>Explain how power is distributed among individuals and branches of government</p> <p>Curriculum Fundamental Principles of American Democracy http://socialsciences.dadeschools.net/files/secondary_lessons-civic_intergration/6th%20Grade%20Civics%20Integration%20Lesson%208%20American%20Democracy%20Principles.pdf</p>
DOK	2
Standards	SS2 1.10
C. (Continued)	<p>Describe how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.)</p> <p>Curriculum Students will take a position on a current public policy issue and describe how to influence its formation, development, and implementation.</p>
DOK	2
Standards	SS2 4.2
C. (Continued)	<p>Give examples of how local, state and national governments impact people's lives</p> <p>Curriculum Students will explore the meaning of the local, state, and national governments and analyze how the structure, function, and issues of different levels relate to each other and impact peoples lives.</p>
DOK	2
Standards	SS2 1.6
C. (Continued)	<p>Analyze decision-making and conflict resolution in courts at local, state and national levels (roles of judge, jury, attorneys for prosecution, plaintiff and defense; civil vs. criminal law; court procedures)</p> <p>Curriculum In the Courtroom: Understanding the Players and the Action http://kidscourt.law.utah.edu/wp-content/uploads/2010/09/Lesson-Plan-5-In-the-Courtroom-final-pdf.pdf</p>
DOK	3
Standards	SS2 1.6

Missouri, United States and World History

CONCEPTS	3a. Knowledge of continuity and change in the history of Missouri and the United States <i>integrating through a profound understanding of history through scripture. Hosea 4:6</i>
GRADE 8	
A. Understand the migrations of people from many regions to North America	Analyze the viability and diversity of Native American cultures before Europeans came Curriculum Each group to become representatives from a different geographic area in North America. You will need to exhibit two things: <ol style="list-style-type: none"> 1. As a group, you will present to the class a clear and colorful visual aid that shows the geographic location of the area you are representing. The audience should have a sense of which tribes lived where in this area and geographically, what it was like there. 2. As a group, you will also present to the class the influence the environment has had on your way of life, <u>as well as</u> traits that are inherit to the tribes that you're representing. Your presentation should display, in a creative way, what it's like to live a day in the life of someone in your chosen area. Think of the little things that we take for granted today. Compare and contrast the different ways of life within the tribes of North America and discuss opinions on why your group feels these similarities and differences exist. Create props and <u>at least</u> one visual aid to make your presentation interesting and strong.
DOK	2
Standards	SS3 1.9
C. Discovery, Exploration and Settlement of the United States	Evaluate the importance of the discovery, exploration and early settlement of America Curriculum Children will further understand how Columbus' discovery of the "new world" created opportunities for many people. They will realize that some people came to the America's seeking instant wealth and treasures, while others came seeking freedom to worship in their own way. Lessons incorporate read-alouds, discussions, role-playing, writing, and drawing illustrations to help children comprehend and make personal connections to the material introduced.
DOK	3
Standards	SS3 1.6
D. Perspectives on The American Revolution	Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful Curriculum Students will be exposed to various primary sources (portraits). In analyzing these sources students will role- play and dialogue the subjects and events captured in the portraits. Students will work in flexible groupings to Analyze the various aspects of their primary source (chosen portrait). Students will work independently, using their creativity to compose an editorial, based on their assigned portrait, that includes: A perspective of freedom from a loyalist or patriot, how the struggle for liberty affects the public, how this is represented in their chosen portrait
DOK	3
Standards	SS3 3.6

Missouri, United States and World History

CONCEPTS	3a. Knowledge of continuity and change in the history of Missouri and the United States GRADE 8
E. Political Developments in the U.S.	Justify the drafting of the Constitution and its effects on the formation of the new nation Curriculum Students will analyze the weaknesses of the Articles of Confederation and justify the drafting of the Constitution. The Constitution will be studied as a contract between the people and their government. Emphasis will be placed on the rights and responsibilities of the government and its citizens. Students will analyze the Constitution as a living document which adapts to the changing needs of its citizens and society.
DOK	3
Standards	SS3 4.1, 1.6
F. Westward Expansion and settlement in the US	Assess the significance of Westward Expansion including: a. Louisiana Purchase b. Lewis and Clark Expedition c. Missouri Compromise d. Texas and the Mexican War e. Oregon Territory f. California Gold Rush Curriculum Students will research Westward Expansion and the personal accounts of different people experiencing different paths and environments during Westward Expansion. They will use primary and secondary source documents to assume the point of view of a person living through Westward Expansion. They will read about the growth of the United States as a country as well as an overview of the period and its outcomes to understand that, although sometimes overlooked, this period in time and the experiences that individuals faced during this period played a large role in setting the stage for the Civil War in the United States. They will write a point-of-view essay and create a map summarizing their findings.
DOK	3
Standards	SS3 1.6
F. (Continued)	Analyze cultural interactions among these groups: a. Native Americans b. Immigrants from Europe c. Africans brought to America Curriculum Students will work in groups to conduct research on artifacts, investigating how artifacts can be used to study history and culture and how artifacts are found, studied and catalogued. They will also conduct research on one particular culture/nation/time period by examining relevant artifacts on that culture/nation/time period. The unit will culminate with a project in which students examine artifacts from their own culture/nation/time period.
DOK	3
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 8
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. business cycle (expansion, recession, depression) b. unemployment c. market economy Curriculum Students will participate in a classroom activity where they apply economic concepts according to a given scenario.
DOK	2
Standards	SS4 1.10
B. Understanding the consequences of personal and public economic decisions	Describe how decisions and actions of governments, businesses, groups and individuals affect one another in a market economy . Curriculum Develop an informative research paper describing decisions and actions of governments, businesses, groups and individuals affect one another
DOK	2
Standards	SS4 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)
GRADE 8	
C. Understanding various types of taxes and their purposes DOK	Identify different forms of taxes , such as tariffs, sales taxes and income taxes, and their purposes Curriculum The Hows of Taxes http://apps.irs.gov/app/understandingTaxes/teacher/downloads.jsp
DOK	2
Standards	SS4 1.10
E. The role of technology in changing the US from an agricultural economy to an industrial economy DOK	Assess the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy Curriculum This lesson explores how the economy has evolved from the agricultural era to a postindustrial society, how changes in technology and settlements impacted the workforce and economic power, and the primary, secondary, and tertiary economic sectors. http://education-portal.com/academy/lesson/the-evolution-of-economy-changes-from-the-agricultural-and-industrial-revolutions.html#lesson
DOK	3
Standards	SS4 1.6
F. Interpreting the past, explaining the present and predicting the future of economic decisions DOK	Interpret the past, explain the present and predict future consequences of economic decisions Curriculum Break off into groups with give each group an economic decision. Research, interpret, and present information found.
DOK	3
Standards	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 <i>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).</i>
GRADE 8	
A. Reading and constructing maps	Use and evaluate geographic research sources to process and report information to solve problems and make predictions Curriculum Geographic Perspective http://www.nationalgeographic.com/xpeditions/guides/geogpguide.pdf
DOK	4
Standards	SS5 1.5, 3.2, 3.7, 1.4, 2.1
A. (Continued)	Construct maps Curriculum Create maps leading others to a specific location
DOK	2
Standards	SS5 1.8
B. Understanding the concept of location to make predictions and solve problems	Locate states of the United States Curriculum Create United States maps
DOK	1
Standards	SS5 1.4, 1.5
B. (Continued)	Locate cities and topographic features of the United States Curriculum Students work in pairs and explore Google Earth, locating specific locations.
DOK	1
Standards	SS5 1.4, 1.5
B. (Continued)	locate and describe geographic places , using absolute and relative location Curriculum Students will learn about absolute location and relative location as they search the globe, along with geographic places.
DOK	2
Standards	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 8	
C. Understanding the concept of place	Analyze physical characteristics , such as climate, topography, relationship to water and ecosystems Curriculum Do geographical studies and analysis on different locations in Missouri.
DOK	2
Standards	SS5 1.6
C. (Continued)	Analyze 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	2
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 8	
E. Understanding relationships between and among places	Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas Curriculum Choose a region & create a web/mind map dealing with the changes in transportation, communication, and other technologies along with the affects on the region
DOK	2
Standards	SS5 1.10, 1.6
F. Understanding relationships between and among regions	Explain how regions of the United States relate to one another and change over time Curriculum A Social Studies Unit on Regional Characteristics and Variance http://www.ascd.org/publications/books/102293/chapters/What-Makes-a-Region ¢-A-Social-Studies-Unit-on-Regional-Characteristics-and-Variance.aspx
DOK	3
Standards	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 8
H. Human Systems	<p>Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life</p> <p>Curriculum Use maps and census data to learn about the patterns of human migration; understand contemporary patterns of migration around the world; understand that past migrations have led to present population patterns; relate world and national migration patterns to their local state and community; document footprints or "cultural markers" left by migration on the cultural landscape; and research and tell the migration story of the local community.</p>
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 8
J. Using geography to interpret, explain and plan for the future	<p>Use geography to interpret the past, explain the present and plan for the future</p> <p>Curriculum Research and write an informative paper on the 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)</p>
DOK	3
Standards	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 <i>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).</i>
GRADE 8	
E. Group membership	Analyze how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group Curriculum Analyze how a person is influenced by culture by applying understanding of battle formations during the Civil War and reflect on how military culture can affect war. http://www.rockwood.k12.mo.us/tahg/eah/8th/Lessons/Military%20Culture%20During%20the%20Civil%20War.pdf
DOK	3
Standards	SS6 1.9
G. Effect of laws and events on relationships	Describe how laws and events affect members of groups and relationships among groups Curriculum describe what life was like for many immigrants when they came to America and how laws and events have affected
1	2
Standards	SS6 1.6, 3.6
H. Effect of personal and group experiences on perceptions	Assess 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	3
Standards	SS6 3.6, 3.5, 1.6

CONCEPTS	6. Knowledge of relationships of the individual and groups to institutions and cultural traditions
GRADE 8	
I. Changing ideas, concepts and traditions	Analyze how ideas, concepts, and traditions have changed over time (e.g., women's role in society) Curriculum Break off into groups with each group having an idea/concept/tradition (ex. Religion). Research, interpret, and present information found.
DOK	3
Standards	SS6 1.9

Tools of Social Science Inquiry

CONCEPTS	7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents) <i>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</i>		
	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		
DOK	4		
Standards	SS7 1.2, 1.4, 2.1		
	Curriculum		
	Write a research paper on a selected president using primary and secondary resources. Present information to class .		
CONCEPTS	7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)		
	GRADE 8		
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		
DOK	4		
Standards	SS7 1.4, 3.5, 1.6		
	Curriculum		
	Have available globe, maps and various tools for measurement. Map worksheet series. Have available various forms of technology including hand held devices.		
B. (Continued)	Create maps, graphs, timelines, charts and diagrams to communicate information		
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'		
DOK	2		
Standards	SS7 1.7, 3.6, 3.5		
D. Using technological tools	Use technological tools for research and presentation		
DOK	2-4		
Standards	SS7 1.4, 2.7, 2.1		
	Curriculum		
	Have available various forms of technology including hand held devices.		