



# **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 and Processes of Governance Systems

<b>CONCEPTS</b>	<b>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b> – integrating faith through understanding that we have a common purpose. Revelation 17:13-17
	<b>GRADE 5</b>
<b>A.Principles of constitutional democracy in the United States</b>	Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed <div style="text-align: center;"><b>Curriculum</b></div> <ul style="list-style-type: none"> <li>• <a href="http://constitutioncenter.org/education/educators/learning-resources/lesson-plans/declaration-of-independence-and-acts-of-courage/">http://constitutioncenter.org/education/educators/learning-resources/lesson-plans/declaration-of-independence-and-acts-of-courage/</a></li> </ul>
<b>DOK</b>	2
<b>Standards</b>	SS1 1.6
<i>(A. Continued)</i>	Identify important principles in the Constitution including <ol style="list-style-type: none"> <li><b>limited government</b></li> <li><b>rule of law</b></li> <li><b>majority rule</b></li> <li>minority rights</li> <li><b>separation of powers</b></li> <li>checks and balances</li> </ol> <div style="text-align: center;"><b>Curriculum</b></div> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>DOK</b>	1
<b>Standards</b>	SS1 1.10
<b>CONCEPTS</b>	<b>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>
	<b>GRADE 5</b>
<i>(A. Continued)</i>	Identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9) <div style="text-align: center;"><b>Curriculum</b></div> <ul style="list-style-type: none"> <li>• Bill of Rights</li> <li>• <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=533">http://www.uen.org/Lessonplan/preview.cgi?LPid=533</a></li> </ul>
<b>DOK</b>	1

## Principles and Processes of Governance Systems

Standards	SS1 1.10
<b>CONCEPTS</b>	<p><b>2. Knowledge of principles and processes of governance systems</b>– 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</p> <p style="text-align: center;"><b>GRADE 5</b></p>
<b>C. (Continued)</b>	<p>Distinguish between powers and functions of local, state and national government</p> <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Explain the various functions and powers through lecture. Have students outline.</li> <li>• Index card with definition of power on one side and function on the other. Read various scenes from a script and determine level of government.</li> <li>• <a href="http://ims.ode.state.oh.us/ODE/IMS/Lessons/Web_Content/CSS_LP_S05_BA_L03_I05_01.pdf">http://ims.ode.state.oh.us/ODE/IMS/Lessons/Web_Content/CSS_LP_S05_BA_L03_I05_01.pdf</a></li> </ul>
DOK	2
Standards	SS2 1.10

# Missouri, United States, and World History

<b>CONCEPTS</b>	<b>3a. Knowledge of continuity and change in the history of Missouri and the United States</b> -integrating through a profound understanding of history through scripture. Hosea 4:6
	<b>GRADE 5</b>
<b>A.</b> Understand the migrations of people from many regions to North America	Summarize the viability and diversity of Native American cultures before Europeans came <b>Curriculum</b> <ul style="list-style-type: none"> <li>• Research any number of cultural elements including agriculture, hunting, community structure, religious beliefs, trade between tribes, living conditions, family life, and political structures.             <ul style="list-style-type: none"> <li>• Group Presentations</li> <li>• Short Essays that are read aloud or summarized</li> <li>• Power Points</li> </ul> </li> </ul>
<b>DOK</b>	2
<b>Standards</b>	SS3 1.10
<b>C.</b> Discovery, Exploration and Settlement of the United States	Outline the discovery, exploration and early settlement of America <b>Curriculum</b> <ul style="list-style-type: none"> <li>• Using maps - including pre-1492 maps - and other geographic tools, locate and analyze the routes used by the explorers.</li> <li>• Identify explorers who came to the Americas and the nations they represented.</li> <li>• Determine reasons for the exploration of North America (e.g., religious, economic, political).</li> <li>• Analyze contributions of American Indian people to the colonial settlements.</li> </ul>
<b>DOK</b>	2
<b>Standards</b>	SS3 1.8
<b>D.</b> Perspectives on The American Revolution	Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful <b>Curriculum</b> <ul style="list-style-type: none"> <li>• Read newspaper chronicles to experience first-hand the excitement and uncertainty of the American Revolution as it happened.             <ul style="list-style-type: none"> <li>○ <a href="http://www.pbs.org/ktca/liberty/chronicle.html">http://www.pbs.org/ktca/liberty/chronicle.html</a></li> </ul> </li> <li>• The Road to Revolution Game             <ul style="list-style-type: none"> <li>○ <a href="http://www.pbs.org/ktca/liberty/road.html">http://www.pbs.org/ktca/liberty/road.html</a></li> </ul> </li> </ul>
<b>DOK</b>	3
<b>Standards</b>	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 5
<p><b>F.</b> Westward Expansion and settlement in the US</p>	<p>Investigate the causes and consequences of Westward Expansion, including:</p> <ol style="list-style-type: none"> <li>a. Texas and the Mexican War</li> <li>b. Oregon Territory</li> <li>c. California Gold Rush</li> </ol> <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• <a href="http://schools.nycenet.edu/offices/teachlearn/gifted/westwardexpansion_Final_Feb1006.pdf">http://schools.nycenet.edu/offices/teachlearn/gifted/westwardexpansion_Final_Feb1006.pdf</a></li> <li>• Review cause and effect</li> <li>• Newspaper: Create a newspaper describing important events of the journey.</li> <li>• Watch videos related to Westward Expansion.</li> <li>• Look at various ads regarding Westward Expansion (Louisiana Purchase, Manifest Destiny, Lewis and Clark, Gold Rush, Pony Express).</li> </ul>
<b>DOK</b>	2
<b>Standards</b>	SS3 1.6
<p><b>F. (Continued)</b></p>	<p>Examine cultural interactions among these groups from colonial times to Civil War:</p> <ol style="list-style-type: none"> <li>a. Native Americans</li> <li>b. Immigrants from Europe</li> <li>c. Africans brought to America</li> </ol> <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Study the stereotypes the Settlers and the Native Americans, Immigrants, and Africans had about each other and how this influenced their relationship.</li> <li>• Use various resources to create and conduct debates for/against settlements in the West. Use perspectives from Settlers and Native Americans, Immigrants, and Africans.</li> <li>• Read aloud <i>Crazy Horse's Vision</i>, by Joseph Bruchac. Create charts on cultural values such as art, foods, beliefs, family, etc. One group completes a chart on Native Americans and another on Settlers.</li> </ul>
<b>DOK</b>	2
<b>Standards</b>	SS3 1.9, 1.6

# Missouri, United States, and World History

<b>CONCEPTS</b>	<b>3a. Knowledge of continuity and change in the history of Missouri and the United States</b>
	<b>GRADE 5</b>
<p style="text-align: center;"><b>I.</b></p> <p>Understanding the causes and consequences of the Civil War</p>	<p>Identify political, economical and social causes and consequences of the Civil War and Reconstruction</p> <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• <a href="http://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-aftermath-war#sect-activities">http://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-aftermath-war#sect-activities</a> <ul style="list-style-type: none"> <li>○ <u>Activity 1. The Conditions in the South at the End of the War</u></li> <li>○ <u>Activity 2. Attitudes at the End of the War</u></li> </ul> </li> </ul>
<b>DOK</b>	2
<b>Standards</b>	SS3 1.6, 3.1

# Economic Concepts and Principles

<b>CONCEPTS</b>	<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 5</b>
<b>A.</b> Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events	<p>Apply the following economic concepts:</p> <ol style="list-style-type: none"> <li>a. <b>scarcity</b></li> <li>b. <b>supply and demand</b></li> <li>c. <b>trade-offs (opportunity cost)</b></li> </ol> <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Define scarcity as the condition that exists when wants exceed resources available to satisfy wants (supply and demand).</li> <li>• Toys for Me: A Lesson on Choice               <ul style="list-style-type: none"> <li>◦ <a href="http://www.econedlink.org/lessons/index.php?lid=517&amp;type=student">http://www.econedlink.org/lessons/index.php?lid=517&amp;type=student</a></li> </ul> </li> </ul>
<b>DOK</b>	2
<b>Standards</b>	SS4 1.10

<b>CONCEPTS</b>	<b>4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)</b>
	<b>GRADE 5</b>
<b>E.</b> The role of technology in changing the US from an agricultural economy to an industrial economy	<p>Identify the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy</p> <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Study technology’s impact on people’s lives, government, and the economy through different periods of time.           <ul style="list-style-type: none"> <li>◦</li> </ul> </li> </ul>
<b>DOK</b>	2
<b>Standards</b>	SS4 1.6
<b>F.</b> Interpreting the past, explaining the present and predicting the future of economic decisions	<p>Interpret the past, explain the present and predict future consequences of economic decisions</p> <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Break off into groups with give each group an economic decision. Research, interpret, and present information found.</li> </ul>
<b>DOK</b>	3
<b>Standards</b>	SS4 3.8

# Economic Concepts and Principles

<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 5</b>		
<b>A.</b> Reading and constructing maps	Use geographic research sources to acquire information and answer questions	<b>Curriculum</b>
	<ul style="list-style-type: none"> <li>Given a topic, use geographic research sources to gather information about.</li> </ul>	
<b>DOK</b>	2	
<b>Standards</b>	SS5 1.10, 1.4, 1.5	
<b>A. (Continued)</b>	Construct maps	<b>Curriculum</b>
	<ul style="list-style-type: none"> <li>Map worksheet series.</li> </ul>	
<b>DOK</b>	2	
<b>Standards</b>	SS5 1.8	
<b>B.</b> Understanding the concept of location to make predictions and solve problems	Locate cities of Missouri and the United States	<b>Curriculum</b>
	<ul style="list-style-type: none"> <li>Map color book.</li> </ul>	
<b>DOK</b>	1	
<b>Standards</b>	SS5 1.4, 1.5	
<b>B. (Continued)</b>	Locate states and major topographic features of the United States	<b>Curriculum</b>
	<ul style="list-style-type: none"> <li>Map color book.</li> </ul>	
<b>DOK</b>	1	
<b>Standards</b>	SS5 1.4, 1.5	
<b>B. (Continued)</b>	Locate and describe real <b>places</b> , using <b>absolute</b> and <b>relative location</b>	<b>Curriculum</b>
	<ul style="list-style-type: none"> <li>Map color book.</li> <li>Play Battleship.</li> </ul>	
<b>DOK</b>	2	
<b>Standards</b>	SS5 1.4, 1.5, 1.10	

## Economic Concepts and Principles

CONCEPTS	<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</b>
<b>GRADE 5</b>	
<b>C.</b> Understanding the concept of place	Identify <b>physical characteristics</b> , such as climate, topography, relationship to water and ecosystems <b>Curriculum</b> <ul style="list-style-type: none"> <li>• Do geographical studies and analysis on different locations in Missouri.</li> </ul>
<b>DOK</b>	1
<b>Standards</b>	SS5 1.10
<b>C. (Continued)</b>	Identify <b>human characteristics</b> , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system <b>Curriculum</b> <ul style="list-style-type: none"> <li>• Do a geographical studies and analysis on different locations in Missouri.</li> </ul>
<b>DOK</b>	1
<b>Standards</b>	SS5 1.10
<b>F.</b> Understanding relationships between and among regions	Identify different kinds of regions in the United States <b>Curriculum</b> <ul style="list-style-type: none"> <li>• Study and compare regions (e.g., explain how life in a city region is different from life in a rural region)</li> </ul>
<b>DOK</b>	1
<b>Standards</b>	SS5 1.10
<b>H.</b> Human Systems	Identify major patterns of population distribution, <b>demographics</b> and migrations in the United States
<b>DOK</b>	2
<b>Standards</b>	SS5 1.10
<b>J.</b> Using geography to interpret, explain and plan for the future	Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth) <b>Curriculum</b> <ul style="list-style-type: none"> <li>• 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)</li> </ul>
<b>DOK</b>	3
<b>Standards</b>	SS5 1.6, 3.2

## Relationships of Individuals and Groups to Institutions and Traditions

<b>EPTS</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 5</b>
<b>E. Group membership</b>	<p>Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group</p> <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Focus on different ethnic groups on a map of Afghanistan</li> <li>• Brainstorm ways in which people in their own country could be grouped;</li> <li>• Divide into groups and investigate similarities and differences among group members;</li> <li>• Share how they categorized their groups with the class; and as a class, create a list to describe themselves, collectively</li> </ul>
<b>DOK</b>	2
<b>Standards</b>	SS6 1.9
<b>I. Changing ideas, concepts and traditions</b>	<p>Identify how ideas, concepts and traditions have changed over time in the United States</p> <p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Break off into groups with each group having an idea/concept/tradition (ex. Religion). Research, interpret, and present information found.</li> </ul>
<b>DOK</b>	2
<b>Standards</b>	SS6 1.9

## Tools of Social Science Inquiry

<b>CONCEPTS</b>	<b>7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)-</b> 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
	<b>GRADE 5</b>
<b>A.</b> <b>Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry</b>	Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters  <div style="text-align: center;"><b>Curriculum</b></div> Given a specific topic use primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters <ul style="list-style-type: none"> <li>• Interview an expert.</li> <li>• Record findings citing the source.</li> <li>• <a href="http://www.edu.plymouth.ac.uk/resined/interviews/inthome.htm">http://www.edu.plymouth.ac.uk/resined/interviews/inthome.htm</a></li> </ul>
<b>DOK</b>	4
<b>Standards</b>	SS7 1.2, 1.4, 2.1
<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 5</b>
<b>B.</b> <b>Knowledge to create and use various social studies graphics and maps</b>	Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions  <div style="text-align: center;"><b>Curriculum</b></div> <ul style="list-style-type: none"> <li>• Have available globe, maps and various tools for measurement.</li> <li>• Map worksheet series.</li> <li>• Have available various forms of technology including hand held devices.</li> </ul>
<b>DOK</b>	4
<b>Standards</b>	SS7 1.4, 3.5, 1.6
<b>B. (Continued)</b>	Create maps, graphs, timelines, charts and diagrams to communicate information  <div style="text-align: center;"><b>Curriculum</b></div> <ul style="list-style-type: none"> <li>• Have available globe, maps and various tools for measurement.</li> <li>• Map worksheet series.</li> <li>• Have available various forms of technology including hand held devices.</li> </ul>
<b>DOK</b>	2
<b>Standards</b>	SS7 1.8, 1.4, 2.1
<b>C.</b> <b>Understanding fact, opinion, bias and points of view in sources</b>	Distinguish between fact and opinion and recognize bias and points of view  <div style="text-align: center;"><b>Curriculum</b></div> <ul style="list-style-type: none"> <li>• Given various scenarios determine fact and opinion</li> <li>• Recognize bias and points of view by researching various newspaper articles</li> </ul>
<b>DOK</b>	2
<b>Standards</b>	SS7 1.7, 3.6, 3.5

## Tools of Social Science Inquiry

<b>D. Using technological tools</b>	Use technological tools for research and presentation <div style="text-align: right;"><b>Curriculum</b></div> <ul style="list-style-type: none"> <li>• Have available various forms of technology including hand held devices.</li> </ul>
<b>DOK</b>	2-4
<b>Standards</b>	SS7 1.4, 2.7, 2.1
<b>G. Supporting a point of view</b>	Identify, research and defend a point of view/position <div style="text-align: right;"><b>Curriculum</b></div> <ul style="list-style-type: none"> <li>• Students use problem-based approach to research a topic and defend position. Have debate within class.</li> </ul>
<b>DOK</b>	3
<b>Standards</b>	SS7 1.2, 1.4, 1.7