**High School Social Studies Summary Statements**

**Modern World History**

This is a Modern World History course that follows a thematic approach. Semester one’s theme is the development of nationalism and imperialism with emphasis on at least two of these countries: France, Germany, Russia, and Great Britain AND at least two of the following regions: Africa, Latin America, and Asia (excluding 9th grade Asian History course content). Semester two’s theme is conflict and change in the Post World War I era with emphasis on events in Europe AND at least two of the following regions: Africa, Latin America, and Asia (excluding 9th grade Asian History course content). Focus will be given to ideas which inspired change and lead to new ways of thinking. Students will be encouraged to develop their skills as a historian such as research, analysis and forming arguments. It is hoped that students will develop a continuing love for the study of history, as this course will prepare them for further study in this subject.

**Grade 9**

Asian History fulfills the Grade 9 Social Studies requirement. This is a general survey course designed to better acquaint students with the people, cultures and history of Asia. By emphasizing writing development, research skills, the analysis of historical sources and documents, and by using a variety of testing strategies, students will be provided with the skills needed for a successful

transition to the tenth grade. Various themes such as geography, demographics, conflict and resolution within and between nations will be addressed along with the evolution of different countries’ histories: China, Japan, Korea ***Vietnam, and India***

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**Grade 8**

***In Progress***

**Grade 5**

**Missing – please modify!**

Fifth grade allows students to have perspective of their host culture (Shanghai, China) through the lens of United States historical perspectives, and with a strong foundation of global/geographical awareness in the broader context of current events. In introducing the themes of Nationalism (We) and Imperialism (They), Grade 5 students will be able to explain the birth and growth of the United States as an international power, while observing the economic decisions and growth of modern China. They will explore the impact of natural resources on economic decisions (e.g., Three Gorges Dam) as well how those resources inspire movement (U.S. immigration)

**Grade 3**

**Summarized from** [**bullets**](http://docs.google.com/Doc?docid=0ATLSovmANWnpZGZjNWc5Z2dfNDNmdGN6bm5oZg&hl=en) **– please modify as needed!** Third grade Social Studies includes an in-depth exploration of geographic knowledge and skills. Students gain perspective of what defines a community and how that community perspective influences our past, present, and future. In learning how to distinguish between different types of resources, renewable, natural, human, and non-renewable, Third grade students also explore the relationship between these resources and a community & individuals needs and wants. Students also share and discuss current local and worldwide events, especially those to which they can relate.

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| **High School Social Studies Readiness Standards** | |
| International Relations-strand Electives | *Students entering International Relations Electives should be able to:*   * to use the media production applications on their laptops. * to create maps. * use technical data in qualitative analysis. (ELAS:H/SS/ 9-10.7) * use primary and secondary resources in qualitative analysis. (ELAS:H/SS/ 9-10.7) * to recognize how a document shows an author’s view. (ELAS:H/SS/ 9-10.8) * tolerate uncertainty between different points of view. (ELAS:H/SS/ 9-10.10) * evaluate authors’ perspectives. (ELAS:H/SS/11-12.6) * integrate information from a wide variety of information. (ELAS:H/SS/11-12.9) |
| Sociology-strand Electives | *Students entering Sociology Electives should be able to:*   * to use the media production applications on their laptops. * to create maps. * use technical data in qualitative analysis. (ELAS:H/SS/ 9-10.7) * use primary and secondary resources in qualitative analysis. (ELAS:H/SS/ 9-10.7) * to recognize how a document shows an author’s view. (ELAS:H/SS/ 9-10.8) * tolerate uncertainty between different points of view. (ELAS:H/SS/ 9-10.10) * evaluate authors’ perspectives. (ELAS:H/SS/11-12.6) * integrate information from a wide variety of information. (ELAS:H/SS/11-12.9) |
| Business Management-strand Electives | *Students entering Business Electives should be able to:*   * to use the media production applications on their laptops. * use technical data in qualitative analysis. (ELAS:H/SS/ 9-10.7) * use primary and secondary resources in qualitative analysis. (ELAS:H/SS/ 9-10.7) * to recognize how a document shows an author’s view. (ELAS:H/SS/ 9-10.8) * tolerate uncertainty between different points of view. (ELAS:H/SS/ 9-10.10) * evaluate authors’ perspectives. (ELAS:H/SS/11-12.6) * integrate information from a wide variety of information. (ELAS:H/SS/11-12.9) |
| Economics-strand Electives | *Students entering Economics Electives should be able to:*   * to use the media production applications on their laptops. * use technical data in qualitative analysis. (ELAS:H/SS/ 9-10.7) * use primary and secondary resources in qualitative analysis. (ELAS:H/SS/ 9-10.7) * to recognize how a document shows an author’s view. (ELAS:H/SS/ 9-10.8) * tolerate uncertainty between different points of view. (ELAS:H/SS/ 9-10.10) * evaluate authors’ perspectives. (ELAS:H/SS/11-12.6) * integrate information from a wide variety of information. (ELAS:H/SS/11-12.9) |
| Government-strand Electives | *Students entering Government courses should be able to:*   * to use the media production applications on their laptops. * to create maps. * use technical data in qualitative analysis. (ELAS:H/SS/ 9-10.7) * use primary and secondary resources in qualitative analysis. (ELAS:H/SS/ 9-10.7) * to recognize how a document shows an author’s view. (ELAS:H/SS/ 9-10.8) * tolerate uncertainty between different points of view. (ELAS:H/SS/ 9-10.10) * evaluate authors’ perspectives. (ELAS:H/SS/11-12.6) * integrate information from a wide variety of information. (ELAS:H/SS/11-12.9) |
| Psychology-strand Electives | *Students entering Psychology should be able to:*   * recognize cause and effect relationships. (ELAS:H/SS/ 11-12.9) * use the scientific method. * to use the media production applications on their laptops. * tolerate uncertainty between different psychologists. (ELAS:H/SS/ 9-10.10) * construct an argumentative/persuasive essay. |
| History-strand Electives | *Students entering US History should be able to:*   * to use the media production applications on their laptops. * to create maps. * use technical data in qualitative analysis. (ELAS:H/SS/ 9-10.7) * use primary and secondary resources in qualitative analysis. (ELAS:H/SS/ 9-10.7) * to recognize how a document shows an author’s view. (ELAS:H/SS/ 9-10.8) * tolerate uncertainty between different historians. (ELAS:H/SS/ 9-10.10) |
| Gr. 10 – World History | *Students entering Grade 10 Social Studies should be able to:*   * to use the media production applications on their laptops. * to create maps * use technical data in qualitative analysis (ELAS:H/SS/ 9-10.7) * use primary and secondary resources in qualitative analysis (ELAS:H/SS/ 9-10.7) * to recognize how a document shows an author’s view (ELAS:H/SS/ 9-10.8) * tolerate uncertainty between different historians (ELAS:H/SS/ 9-10.10) |
| Gr. 9 – Asian History | *Students entering Grade 9 Social Studies should be able to:*   * identify primary and secondary sources (ELAS:H/SS/ 9-10.2) * read a map * write an augmentative/persuasive essay * analyze events by cause and effect |
| Gr. 8-6 | ***In Progress*** |
| Gr. 5 | ***TOO MANY in*** [***google doc.***](http://docs.google.com/Doc?docid=0ATLSovmANWnpZGZjNWc5Z2dfNDNmdGN6bm5oZg&hl=en) ***Suggestions follow – please modify***   * Share and discuss current local and worldwide events, especially ones that they can relate to. * Describe geographic factors that influence humans * Demonstrate geographical literacy and awareness, including how a region effects the way people live and work and why people move * Give an example of how environments impact the economy * Discuss China and Chinese culture in relationship to history, customs, holidays, language, resources and needs/wants, and geography. * Explain what resources benefit the growth and economic development of China and its individual cities * Explain identity as an individual and in the ways communities define and differentiate themselves. * Recognize themselves as a global citizen and define what that means in an International School context * Explain how the local Government impacts the daily lives of its citizens * Describe how the lives of children have changed from Ancient to Modern day |
| Gr. 3 | * Indentify the seven continents and four major oceans. * Know the four main directions - NESW and use them to locate places * Give examples of natural resources * Recognize their place in the school community * Differentiate between needs and wants * Differentiate between goods and services * Have an awareness of cultural celebrations and traditions. * Be prepared to share and discuss current local and worldwide events, especially ones that they can relate to. |