**Shanghai American School   
SOCIAL STUDIES CURRICULUM**

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**SOCIAL STUDIES CURRICULUM**

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**INTRODUCTION**

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**MISSION**

Shanghai American School inspires in all students:

* a lifelong passion for learning,
* a commitment to act with integrity and compassion, and
* the courage to live their dreams.

**CORE VALUES**

We believe that:

* embracing diversity enriches individuals and communities;
* acts of compassion and generosity of spirit create a better world;
* when individuals take responsibility for their own decisions, they are empowered to make positive impact;
* each individual has intrinsic value and the potential to contribute to society;
* collaboration is key to overcoming complex challenges and achieving common goals;
* integrity is the foundation of enduring relationships, quality institutions and well-functioning communities;
* as global citizens we have a duty to care for the earth and its inhabitants to ensure the well-being of humankind;
* creativity, critical thinking and a lifelong passion for learning are essential to personal fulfillment and to meet the challenges of the future.

**PHILOSOPHY**

In addition to the stated and implied goals, values and EAGLES of the Shanghai American School mission and vision statement, the following is a statement of schoolwide social studies departmental philosophy.

Social studies instruction at Shanghai American School recognizes all students as lifelong learners and responsible citizens who engage their talents and abilities in our global community. Social studies instruction will provide active learning experiences integrating the skills, analysis, and research necessary for all students to inquire, problem-solve, and make informed decisions in school, personal, and civic settings. The social sciences at SAS will provide the tools required for students to construct an understanding of the human condition.

# Principles of Learning

Students in the social sciences at Shanghai American School will be have access to learning that:

* provides qualitatively unique experiences that reflect best practice strategies as it relates to the teaching and exploration of the social sciences adaptable to student's expressed needs for discussion and meaning.
* encourages the intellectual risk-taking essential for deep, enduring understanding in the social sciences within a classroom culture and atmosphere of mutual respect.
* fosters cultural understanding, connections and that develops an understanding and appreciation of the contributions of diverse civilizations and cultures.
* within a defined framework, affords students an opportunity to "construct" their own unique meaning of the social sciences with focus given to uncovering patterns, trends, and various points of view.
* are reflected in a codified curriculum, but are also, fluid, flexible, and meaningfully integrated with technological resources.
* uncovers new thinking about the social sciences.
* embraces social inquiry and fosters the importance of being a civic-minded, contributing member of a global society.
* prepares students to discern, interpret, analyze and utilize the vast information available in an increasingly wired, technological world.
* empowers students with the intellectual inquiry and life-long learning skills (Research, critical thinking and current affairs focus) needed to guide participation and action in a diverse human ecosystem.

**ESSENTIAL TEACHING AGREEMENTS**

SAS Educators of the Social Studies and Sciences will…

1. Create student assessments and activities that demonstrate critical, creative, and ethical thinking.
2. Provide frequent opportunities for students to communicate ideas and understandings in writing.
3. Assess student skills and understandings using at least one common assessment per semester or trimester within each grade level or course.
4. Plan collaboratively across and transcending grade levels
5. Align instruction with SAS adopted Standard and Benchmarks at the appropriate grade level.
6. Provide students with plentiful opportunities to make authentic connections to the world around them.
7. Integrate media and informational literacy targeted toward proficiency in methods of inquiry, analyzing, organizing, and using data into planning and instruction
8. Incorporate a variety of primary and secondary resources which accommodate a wide range of interests and reading abilities.
9. Integrate current and valid social science concepts, principles, and theories with the broader curriculum (art, music, P.E., global languages, etc).

**ESSENTIAL CONDITIONS**

**In order for SAS students to share equitable access to the principles of learning in Social Studies, the following conditions must be present:**

1. Clearly articulated and aligned assessments and activities that demonstrate critical, creative, and ethical thinking.
2. Sufficient opportunities for students to communicate ideas and understandings in writing.
3. Collaboratively and integrated planning across and transcending grade levels
4. Clearly defined and developmentally appropriate benchmarks and learning targets at each grade level.
5. Plentiful opportunities to make authentic connections to the host country and world external to the classroom
6. Instruction that embeds technological tools, media, and informational literacy targeted toward independent development of inquiry, organization and analysis.
7. Incorporation of a variety of primary and secondary resources appropriate to reading ability and interests

**ENDURING UNDERSTANDINGS**

**Standard I: Analyze how individuals, groups, and institutions create and change structures of power, authority, and governance**

* People organize around common needs and interests
* The human need for order leads to the evolution of authority and government.
* There is a relationship between rights and responsibilities

**Standard II Explore and apply geographic knowledge and skills**

* Places have both human and physical characteristics
* Resources have limitations.
* There is a direct relationship between people and their environments

**Standard III Recognize how time, continuity, and change affect perspectives and relationships**

* Change is inevitable.
* Decisions have consequences in the present and to the future
* Our world is connected in a delicate balance (equilibrium and entropy).

**Standard IV Applies economic concepts**

* People have infinite wants but finite resources.
* Unequally available resources lead to exchange.

**Standard V Examines cultural practices and human interactions**

* People exist simultaneously as an individual and as a member of a group
* People are different.
* All people have value
* Our identity is shaped by external and internal factors

**Standard VI Standard VI Apply literacy skills and understandings of key ideas, details, structure, and integration of knowledge**

* Access to information changes and people need to adapt to those changes
* People need to communicate effectively
* Analysis of sources is an essential skill

**ELEMENTARY ESSENTIAL QUESTIONS**

**Standard I: Analyze how individuals, groups, and institutions create and change structures of power, authority, and governance**

Pre-kindergarten: What makes me unique?

Kindergarten: How do people care about each other?

First Grade: What is a group? What is culture?  
What is my role in my group or culture?

Second Grade: Why do we have rules and agreements in our community?

Third Grade: What rights, freedoms, and responsibilities do all citizens have?

Fourth Grade How have historical events and governments shaped society and the world today?

Fifth Grade

**Standard II Explore and apply geographic knowledge and skills**

Pre-kindergarten: What makes my school community?

Kindergarten: What makes my school community?

First Grade Where am I from?

Second Grade: What is a community?

Third Grade: How is geography important to us?  
In what ways are people dependent on the environment in which they live and work?

Fourth Grade: How have geographic changes in the last century shaped society and the world today?

Fifth Grade How does a region’s physical geography affect the way people live?

**Standard III Recognize how time, continuity, and change affect perspectives and relationships**

Pre-kindergarten: What changes do I see around me?

Kindergarten: How do changes in my world affect me?

First Grade: Who am I as a learner?  
How is lifestyle affected by where one lives?

Second Grade: What is my role in building a great classroom and school community?

Third Grade: How does a community’s past shape its present and future?  
How does community influence the way my family lives?

Fourth Grade: How have historical events and people have shaped modern society and the world today?

Fifth Grade

**Standard IV Applies economic concepts**

Pre-kindergarten: How do I share when there is not enough for everyone?

Kindergarten: What are my basic needs? How are these basic needs met?

First Grade: How do people provide for their needs and want?

Second Grade: Why do groups or cultures have traditions and celebrations?

Third Grade: What can we do to overcome limited resources for infinite human needs?

Fourth Grade: How have historical differences between needs and wants have shaped society and the world today?

Fifth Grade

**Standard V Examines cultural practices and human interactions**

Pre-kindergarten: How do I respect people’s differences?

Kindergarten: How do I respect people’s differences?

First Grade: How are celebrations affected by where people live?  
Why celebrate their learning?

Second Grade: How do I show respect for other people’s culture and traditions?

Third Grade: How do communities develop traditions based on their cultures, histories, values, and environments?

Fourth Grade: How have cultural differences and similarities in ideas, actions, and events have shaped society and the world today?

Fifth Grade:

**Standard VI Standard VI Apply literacy skills and understandings of key ideas, details, structure, and integration of knowledge**

Pre-kindergarten: How can I tell what is important to know?

Kindergarten: What is the difference between real and make-believe?

First Grade: How can someone know what is important to know?

Second Grade: How can I ask questions that help me learn better?

Third Grade How can chronology help me better understand information?

Fourth Grade How can I best determine what information to is most valuable?

Fifth Grade How can the right question aid in understanding how historical differences have shaped society and the world today?

**TARGETED EAGLES**

**Empowered**

Primary students will be engaged with the world around them and discover self-awareness through choice in activities and assessments.

Intermediate students will be engaged with the world around them by justifying their choices in activities and assessments.

Grade Six students will be confident through knowledge and development of personal esteem, skills, and strengths as they identify personal strengths and weaknesses through first-person storytelling anchored in personal experiences.

Grade Eight students will be confident through knowledge and development of personal esteem, skills, and strengths as they appraise self-knowledge and ignorance in a given situation

Grade 10 student will be engaged with the world around them as they appraise, prioritize, judge, formulate and critique how individuals, groups and institutions create and change structures of power, authority and governance

**Adaptable:**

Grade six students will be problem solvers, negotiators, and collaborators as they examine the many facets of a problem.

Grade eight students will be problem solvers, negotiators, and collaborators as they generate multiple approaches to solving a given problem

Grade 10 students will be problem solvers, negotiators and collaborators as they describe, explain, assess, categorize, and recognize how time, continuity, and change affect perspectives and relationships

**Global Minded:**

Grade six students will embrace diversity and engage responsibly in the world’s problems with compassion, empathy, and tolerance as they relate, in an international setting, to other cultures and peoples including but not limited to socio-economic groups and races

Grade eight students will embrace diversity and engage responsibly in the world’s problems with compassion, empathy, and tolerance as they engage in activities that address a local or global concern/issue.

Grade 10 students will embrace diversity and engage responsibly in the world’s problems with compassion, empathy, and tolerance as they identify, investigate, explore and apply geographic knowledge and skills.

**Literate**

Grade 6 students will analyze information to create new knowledge and develop understanding using a constructivist approach to learning as they breakdown new information into its parts.

Grade 8 students will be analyze information to create new knowledge and develop understanding using a constructivist approach to learning as they access and utilize a variety of sources of information to formulate inferences to develop understanding

Grade 10 students will be analyze information to create new knowledge and develop understanding using a constructivist approach as theyliterate in information and communication technologies as they . . .

**Elementary STANDARDS AND BENCHMARKS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Pre-Kindergarten** | **Kindergarten** | **First** | **Second** | **Third** | **Fourth** | **Fifth** | **Sixth** |
| **Standard I Analyze how individuals, groups, and institutions create and change structures of power, authority, and governance** | SSPK.I.2.     Participate in group-decision making. | SSK.1.1.     Identifies the responsibilities as an individual and in relation to their families and school community. | SS1.1. Describe the groups that people belong to and why they belong to them | SS2.I.3.  Identify the rights and responsibilities of belonging to a group | *SS.3.I.3. Examine own responsibilities in belonging to a group* | *SS.4.I.3. Evaluate own responsibilities and roles in school groups* | *SS.5.I.3 Reflect on own responsibilities in group* | SS6.I.1. Describe major issues involving rights, responsibilities, roles, and status of the individuals and social groups  [ 20] |
| SSPK.I.1.     Identify similarities and differences among people. | SS K.1.2.     Recognizes that everybody deserves respect. | SS1.2. Give examples of the different roles people fulfill within groups | SS2.I.2.Identify purposes of authority in the home and school and surrounding settings | SS1.2. Describe how and why people make and implement rules and laws | SS4.I.1. Explain how individuals and groups organize and govern themselves | SS5.1.2. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations | SS1.2. Explain reasons for changes, and people's motivations for seeking change [ 25] |
|  |  | SS1.3. Identify the benefits and responsibilities of belonging to a group | SS2.1.1. Describe how and why groups are organized within communities | SS1.1. Identify qualities that leaders of groups need in order to meet their responsibilities | SS4.1.2. Identify qualities of a successful leader | SS5.I..1. Distinguish between local, state/provincial and national government | SS1.3. Describe how leadership powers are acquired, and used [ 14] |
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**Elementary STANDARDS AND BENCHMARKS**

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| **Standard II Explore and apply geographic knowledge and skills** | SSPK. II. 1. Recognize where they live and where they are from. | SSK.II.1. Recognize where they live and where they are from. | SS.1.II.1. Identify features of a basic globe | SS.2.II.1.  Identify continents and oceans | SS.3.II.1. Identify and learn to use map keys | SS.4.II.1. Identify the physical features of a map | SS.5.II.1.Describe regions using map coordinates | SS.6.II.1. Use a variety of tools (eg charts, graphs, photos, videos, maps) to Identify geographical and political features of selected regions |
| SSPK.2. Interpret a simple map of a familiar environment. | SS K.II.2. Compare familiar environments using a simple map | 2. Describe how activities are influenced by location | SS2.II.2Give examples of ways activities are influenced geographic features (i.e. landforms, natural resources, sports, farming, climate, food, clothing). | SS.3.II.2. Describe how areas of a community have changed over time | SS.4.II.2. Describe geographic factors that influence humans | SS.5.II.2. Identify and describe the affects of geography on human migration | SS.6.II.2. Describe ways that humans have been influenced by geographic conditions |
|  |  |  |  |  |  |  |  |  |
| **Standard III Recognize how time, continuity, and change affect perspectives and relationships** | 1. Relate personal life to the process of change (e.g., talking about change in day to day events) | 1.     Relate the concept of time and change to personal experience. | 1. Describe ways in which people's lives are influenced by time and change | 2. Identify special events that occur within communities over time | 2. Explain the difference between the recent past and the distant past | 2. Describe ideas and actions that changed societies in particular times and places | 1. Locate and use sources to reconstruct the past | Identify key concepts such as chronology, causality, and conflict to understand patterns of historical change |
| 2. Talk about the past, the present, and the future | 2. Describe personal and family events over time | 2. Give examples of changes that have affected family and community life | 1.  Describe personal and family traditions | 1. Give examples of ways in which knowing the past helps people to understand who they are | 1. Give examples of why people in the past are remembered |  |  |
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**Elementary STANDARDS AND BENCHMARKS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard IV Applies economic concepts** | 1. Identify jobs at school and home. | 1.     Identify and describe jobs in our school community and how they help us in our daily lives. | 1. Distinguish between needs and wants | 1. Distinguish between needs/wants and goods/services | 1. Identify reasons why people need to exchange goods and services using the basic language of a market economy | 1. Describe how changes in transportation and communication have affected the trade of goods and services | 2. Identify divisions of labor | Describe the role of specialization in the division of labor |
| 2. Describe what people need. |  | 2. Describe different ways people use resources to meet their needs and wants | 2. Understand and use the basic language (vocabulary) of a market economy (e.g., vendors, purchase, sell, goods, services, etc) | 3. Distinguish among different types of resources, (natural, human, renewable and nonrenewable, spiritual, aesthetic, recreational, and industrial) | 2. Describe ideas and actions that changed societies in particular times and places | 3. Explain relationships between the locations of resources and patterns of population distribution | Identify patterns of resource distribution and use (trade, ideas) [ |
|  |  |  |  |  |  |  |  |  |
| **Standard V Examines cultural practices and human interactions** | 1.      Identify traditions and cultures within families | 1. Identify traditions and cultures within the classroom and families. | 2. Identify similarities and differences between cultures | \*\*Compare different cultures within the classroom | 1. Describe how cultural practices reflect tradition | 1. Explain ways people attach importance to their culture | 1. Explain how people retain their cultural identity | 1.     Identify the values and beliefs that motivate individuals and groups |
|  |  |  |  | 2. Identify needs that are common across cultures | 2. Explain how people in positions of power influence cultures. | 2. Describe interactions between culture and human migration | Draw cultural inferences from archaeological evidence |
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**Elementary STANDARDS AND BENCHMARKS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard VI Apply literacy skills and understandings of key ideas, details, structure, and integration of knowledge. (inclusive of Digital Literacy)** | 1. ELA-IV.PK.2. Begins to identify relevant information | 1.    ELA-IV.K.1. Identify factual information with guidance | COMBINATION: ELA-IV.1.1. Select appropriate material to gather factual information AND ELA-IV.1.2. Understand how to read for information. | ELA-IV.2.2. Use a variety of sources to gather information (e.g., informational books, charts, own observations) | ELA-IV.3.1. Use text media and electronic media to gather information (with guidance) | ELA-IV.4.1 Use text media and electronic media to gather information | ELA-IV.5.1. Use organizational features of printed text (e.g., bold topics and words, glossary, table of contents) to locate relevant information | SS.9.VI.1 1. Determine the nature and extent of the information needed. |
| 2. ELA-IV.PK.1. Begins to differentiate between non-fiction and fiction | 2. ELA-IV.K.2. Make links with own knowledge and information from non-fiction text with guidance | 2. ELA-IV.1.2 Sort and classify information into two or more categories. Understand concept of categories. | 2. ELA-IV.2.1. Generate questions about topics of personal interest | ELA-IV.3.2. Organize ideas chronologically or around major points of information (with guidance) | ELA-IV.4.2 Organize ideas chronologically or around major points of information | ELA-IV.5.3. Organize information according to a focus question or topic in the form of note taking or basic outlining | SS.9.VI.2. 2. Access the needed information effectively and efficiently. |
|  |  |  |  | Info Lit 3. Use a process to evaluate sources | Info Lit 3. Use a process to evaluate sources according to the task | Info Lit 2 Determines the most appropriate source(s) | SS.9.VI.3. 3. Evaluate information and its sources critically and incorporate selected information into ones knowledge base and value system |

**CORNERSTONE ASSESSMENTS**

(separate document)