**Shanghai American School   
SOCIAL STUDIES CURRICULUM**

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MISSION

**Shanghai American School**, in partnership with parents, fosters the development of each student's personal potential through a balance of the academic, physical, social, emotional and ethical aspects of life. SAS provides a challenging American core curriculum with an international perspective that inspires a passion for learning and intellectual vitality*.*

SOCIAL STUDIES 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.

Essential Conditions

For effective learning in the Social Studies and Social Sciences at Shanghai American School students must have consistent access to 21st century learning and instruction that:

* Provides qualitatively unique experiences that reflect the development of critical thinking skills through the teaching and exploration of the Social Studies and Sciences that adapted to student's needs for constructing meaning.
* Encourages the intellectual risk-taking essential for deep, enduring understandings of the Social Studies and Sciences within a classroom culture and atmosphere of mutual respect.
* Fosters cultural understanding and connections which fosters respectful curiosity and appreciation of the contributions of diverse civilizations and cultures.
* Affords students an opportunity to "construct" their own unique meaning of the social sciences within a defined framework, with focus given to uncovering patterns, trends, and various points of view.
* Reflects a codified curriculum that is 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 Social 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 cornerstone 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)

DEPARTMENT LEVEL ENDURING UNDERSTANDING  
Reflective of SAS Standards

**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

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 . . .

**Ethical Human Beings:**

Grade six students will demonstrate citizenship and generosity through authentic community service activities as they put into action a group plan to help the world community.

Grade eight students will demonstrate citizenship and generosity through authentic community service activities as they engage in service-related activity

Grade 10 students will come to view life as a contribution to the advancement of humanity as they investigate, differentiate, compare and examine cultural practices and human interactions

**Skilled Inquirers:**

Grade six students will reason soundly and critically as they judge information or data and make an informed decision

Grade six students will reason soundly and critically as they assess the validity of sources of information

Grade 10 students will apply content knowledge and skills in authentic situations as they examine, formulate, hypothesize, critique and apply economic concepts.

GRADE LEVEL AND COURSE SUMMARY STATEMENTS

**Global Education:** *Global studies does not deal in isolation with a problem, an area of the world, or an aspect of a specific culture. Instead, the dynamic expressions and influences of that culture must be examined. An important characteristic of global studies is the analysis of problems, issues or ideas from a perspective that deals with the nature of change and interdependence. This perspective refers to the interlocking components of both human and natural systems. Change in one part of a system is likely to affect other elements of that system and related systems. Accordingly, a global perspective is attentive to the interconnectedness of the human and natural environment and the interrelated nature of events, problems, or ideas.*

-NCSS Position Paper,

**Middle School Social Studies Summary Statements**

**Grade 8**

The Grade 8 Social Studies course provides classroom experiences that develop an approach to viewing and understanding the past and present events in the world using the social sciences. Our primary purpose is to develop students’ ability to think critically about the human condition in order to make informed decisions that guide social action/interaction in real life. The course aims to develop skills and concepts necessary for life-long social inquiry and thinking.

The course primarily uses the cultures and historic processes of the region of “the Americas.” This includes: the Age of Exploration; U.S. Colonization & Revolution; the formation of Democratic government (U.S. Constitution); and selected events, periods, processes, and issues that have tested the strengths and weaknesses of the Constitution and democratic government over time. Selected historically significant U.S. Supreme Court cases are a highlighted. Current affairs research are an important aspect of class discussion throughout the year.

Thematic instruction forms the bedrock of the class. Core themes and concepts are developed to provide both the historical context of the focus of our class, but also, to make historical events salient to adolescent learners. Problem-solving, individual and group research, Socratic discussion and debate, simulations, and analytical, reflective writing are common grade 8 social studies experiences. A variety of assessments utilized to assess student progress toward grade level standards and benchmarks. Whenever possible, models and strategies for gifted learners and incorporated into learning and instructional practice for rigor.

**Grade 7**

Grade 7 Social Studies is a survey of European history and culture, beginning with Ancient Greece and Rome, through the rise of Monotheism, the Middle Ages, and the Western Cultural Renaissance. The course traces similar timelines through a geographical and cultural survey of African nations and their relationship with their European neighbors.

The 7th grade social studies course content includes the following units of work; Geography, Ancient Greece, Ancient Rome, Rise of Monotheistic Religions, Middle Ages, Renaissance and Africa. The foundations of these topics of study are based around our essential questions cultural universals (institutions, economy, beliefs, art, language, and recreation and material culture). Cultural universals are specific behavioral elements that are common to every culture.

**Grade 6**

Grade 6 Social Studies surveys ancient civilizations of the Middle East (Mesopotamia), India, and Chinese Dynasties. This course takes a brief comparative foray into Mesoamerica while examining the broader questions of survival, access to natural resources, the evolution and demise of governments and societal structures, as well as the impact of geography and other environmental characteristics on the needs and development of these societies.

**Grade 6**

In this course students explore the emergence of major civilizations in the Middle East, Asia, China and Oceania. Special emphasis is put on how and why cultures first developed, and making connections to the modern world and students’ own cultures. Students will be introduced to the history, geography, economics, cultures, ethics, belief systems, and social and political systems of these people. Skills needed for the study and understanding of history and geography are emphasized in this activity based course.

Grade Level Readiness Standards

|  | Grade 5 | 6-8 | Grade 6 | Grade 6 | Grade 8 | Grade 9 |
| --- | --- | --- | --- | --- | --- | --- |
| **Standard I Analyze how individuals, groups, and institutions create and change structures of power, authority, and governance** |  |  |  |  |  |  |
| **Standard II Explore and apply geographic knowledge and skills** | Know and use the basic features of a globe and maps  Use an atlas to find information about countries, states, cities  Identify and give examples of the five themes of geography  Describe geographic factors that influence human settlement |  |  |  |  |  |
| Standard III Recognize how time, continuity, and change affect perspectives and relationships | Locate and use sources to reconstruct the past |  |  |  |  |  |
| Standard IV Applies economic concepts | Give examples of how environments impact the economy |  |  |  |  |  |
| Standard V Examines cultural practices and human interactions | Make connections between learned information and own culture |  |  |  |  |  |
| **Standard VI Apply literacy skills and understandings of key ideas, details, structure, and integration of knowledge.**  **(new literacy standard in history/social science added 8 Oct. 2010)** |  |  |  |  |  |  |

**STANDARDS AND BENCHMARKS**

| **SAS STRANDS (SKILLS)** | **NCSS STRANDS** | **(Grade 6)** | **(Grade 7)** | **(Grade 8)** | **Asian History** | **Grade 10 (World Hist)** |
| --- | --- | --- | --- | --- | --- | --- |
| **Standard I: Analyze how individuals,**  **groups, and institutions create and change**  **structures of power, authority, and governance** | Individuals, Groups, & Institutions  Power, Authority, & Governments | 1. Describe major issues involving rights, responsibilities, roles, and status of the individuals and social groups  [ **[20](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270328&ProficiencyID=&)**] 2. Explain reasons for changes, and people's motivations for seeking change [ **[25](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270330&ProficiencyID=&)**] 3. Identify changes in society that have affected people's rights, roles and responsibilities [ **[28](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270332&ProficiencyID=&)**] 4. Describe how leadership powers are acquired, and used [ **[14](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270334&ProficiencyID=&)**] 5. Identify mechanisms that establish territory, manage conflict and regulate order and security [ **[16](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270336&ProficiencyID=&)**] 6. Use primary and secondary sources to analyze how individuals, groups, and institutions create and change structures of power, authority and goverance | 1. Describe the ways people and groups respond to forces of unity and diversity 2. Describe the various forms institutions take and the interactions of people with institutions 3. Describe the role of institutions in furthering both continuity and change | 1. Describe the purposes of government and how the powers are acquired, used and justified 2. Examine the social contract between citizens and their governments 3. Analyze and explain advantages and disadvantages of various forms of government 4. Examine ongoing issues involving the rights, roles and status of the individual in relation to the general welfare 5. Explore conditions that contribute to conflict and cooperation among nations | 1. Identify the structures of power, authority, and governance within and between societies  (added) 2. Explain motivations behind changes within society 3. Analyze the cause and effect relationships of changes within societal structures (society)(removed domestic and foreign policies to learning outcomes) | 1. Identify the motivations within groups to affect changes 2. Analyze major responsibilities of governing bodies for domestic and foreign policy 3. Explain how ideologies and laws are set and shape society |
| **Standard II Explore and apply geographic knowledge and skills** | People, Places & Environments | 1. Select and use appropriate geographic tools for specified purpose [ **[25](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270338&ProficiencyID=&)**] 2. Describe ways that humans have been influenced by geographic conditions [ **[17](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270340&ProficiencyID=&)**] 3. Identify different purposes of ~~maps~~ of visual information (eg charts, graphs, photos, videos, maps)[ **[11](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270342&ProficiencyID=&)**] 4. Locate and identify physical and political features of selected regions [ **[26](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270344&ProficiencyID=&)**] | 1. Describe ways that humans have influenced, and be influenced, by geographic conditions 2. Use geographic tools Integrate visual information (eg. Charts, graphs, maps, video) and concepts to generate and interpret information 3. Locate and identify physical and political features of selected regions | 1. Explain and give examples of voluntary and involuntary movement of humans 2. Describe how people create places and institutions that reflect cultural values and ideals 3. Integrate demographic and visual information (e.g., in charts, graphs, photographs, videos, maps) to analyze 4. and make inferences relative to the characteristics of different populations | 1. Apply geographic terminology and skills in relation to history 2. Describe how natural boundaries shape history and society. 3. Explain how human actions impact geography and vice versa | 1. Apply geographic resources as a tool to understand history     2. Analyze the cause of geographic changes and their effects     3. Recognize how geography can cause alliances and divisions between and amongst states (i.e., geography – political/social) |
| **Standard III Recognize how time, continuity, and change affect perspectives and relationships** | Time, continuity & Change  Global Connections | 1. Understand how knowledge of the past and its trends can help explain current events [ **[15](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270346&ProficiencyID=&)**] 2. Use key concepts such as chronology, causality, and conflict to identify patterns of historical change [ **[17](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270348&ProficiencyID=&)**] 3. Use knowledge of texts to establish point of view, make decisions, and/or take action on a public issue 4. Recognize how time, continuity, and change after perspectives and relationships through the effective use of primary and secondary sources | 1. Use primary and secondary sources to see persons and events in their historical context 2. Recognize cause and effect of key events in selected historical periods 3. Understand how knowledge of the past and its trends can help explain current events 4. Use knowledge of texts to establish a point of view, make decisions and/or take action on a public issue | 1. Analyze multiple interpretations of a historical or current event or issue, and being able to distinguish between fact, opinion, and reasoned judgment within the texts.  2. Examine historic and current resources including propaganda, editorials, and other primary sources for a point of view (i.e., gender, race, immigrant)  3. Use knowledge of text to establish a point of view, make decisions and/or take action on a public issue  4. Understand how knowledge of the past and its trends can help explain current events | 1. Describe the role of enduring belief systems in society over time. 2. Interpret events using a variety of sources (this is a skill and should be integrated throughout any course) 3. Identify the long and short term effects behind the sequence of historical events 4. Analyze the impact of change on societies (i.e., politics and economies) | 1. Describe the various perspectives on historical events in and over time     2. Explain why historic interpretations very     3. Categorize and explain the effects that cause historical change     4. Identify how various historical events are interconnected     5. Explain forces of change that impact on societies (i.e., politics and economies) |
| **Standard IV Applies economic concepts** | Production, Distribution, & Consumption | 1. Describe the role of specialization in the division of labor [ **[18](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270350&ProficiencyID=&)**] 2. Identify patterns of resource distribution and use (trade, ideas) [ **[26](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270352&ProficiencyID=&)**] 3. Describe how leadership allocates limited resources among competing needs [ **[12](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270354&ProficiencyID=&)**] | 1. Identify the factors that motivate trade a) How did technology and innovation influence trade? 2. Identify factors that lead to more organized forms of production and distribution 3. Describe how trade influenced the development of economic organizations | 1. Identify/explain fundamental economic concepts (i.e., supply, demand, production, goods, services, labor, capital private/publish services)  2. Distinguish and describe economic systems (i.e., traditional, modern, command, market, informal, formal)  3. Explain how values and beliefs influence economic decisions  4. Apply economic concepts to explain historic events, current events, and social issues | 1. Explain patterns of trade overtime. 2. Analyze ways in which trade has contributed to economic change in selected societies. 3. Analyze and evaluate economic issues from a geographical point of view | 1. Analyze how economic forces can change and influence governments and/or government policies     2. Recognize the interconnectedness of national economies throughout the world     3. Describe how economic forces determine an individuals and groups power and status in society |
| **Standard V Examines cultural practices and human interactions** | Culture  Individual Development & Identity  Science, Technology & Society | 1. Identify the values and beliefs that motivate individuals and groups (i.e. the difference among fact, opinion, and reasoned judgment)[ **[28](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270356&ProficiencyID=&)**] 2. Analyze ways in which people maintain traditions and resist change [ **[7](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270358&ProficiencyID=&)**] 3. Draw inferences from archaeological evidence [ **[23](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270360&ProficiencyID=&)**] | 1. Examine how elements of culture develop during selected periods of history 2. Distinguish among fact, opinion, and reasoned judgment in a text | 1. Explore the relationship between the arts and society 2. Analyze examples of tension between expressions of individuality and forces of social conformity 3. Examine how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference | 1. Describe the development of cultures in relation to forces of change 2. Evaluate the causes and effects of cultural diffusion | 1. Recognize how states attempt to assert their cultural identity     2. Examine the development of culture of selected time periods |
| **Standard VI Apply literacy skills and understandings of key ideas, details, structure, and integration of knowledge.**  (new literacy standard in history/social science added 8 Oct. 2010) |  |  |  |  | 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 2. Determine and analyze the main ideas or information of a primary or secondary source; to evaluate whether or not a causal relationship exists. 3. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 4. Compare and contrast the point of view of two or more authors in how they treat the same or similar topics and determine the existence of bias. 5. Integrate quantitative analysis (e.g., charts, research data) with qualitative analysis. | 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 2. Determine and analyze the main ideas or information of a primary or secondary source; to evaluate whether or not a causal relationship exists. 3. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 4. Compare and contrast the point of view of two or more authors in how they treat the same or similar topics and determine the existence of bias. 5. Integrate quantitative analysis (e.g., charts, research data) with qualitative analysis. |

**SCOPE AND SEQUENCE: CONTENT SUMMARY - Elementary School (Intermediate)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SAS STRANDS (SKILLS)** | **NCSS STRANDS** | **DEPARTMENT -WIDE ENDURING UNDERSTANDINGS (CONTENT)** | **\*Grade 2)** | **Grade 3** | **Grade 4** | **Grade 5** | **(Grade 6)** | |
| **Standard I: Analyze how individuals,**  **groups, and institutions create and change**  **structures of power, authority, and governance** | Individuals, Groups, & Institutions  Power, Authority, & Governments | * Institutions provide order and influence individuals and groups. * There are often conflicting goals, values, and principles between institutions. * Institutions are created to provide for changing needs. * People organize around common needs and interests * Governments are used to resolve conflict. * There is a relationship between rights and responsibilities * The human need for order leads to the evolution of authority and government. | **Our Cool School** | **Community & Decisions** | **Three Gorges Dam** | **Civil War & Migration** | **Archeology - Early Man** | |
| **Standard II Explore and apply geographic knowledge and skills** | People, Places & Environments | * ***Places have both human and physical characteristics*** * People are affected by where they are in the world. * Resources have limitations. * There is a direct relationship between people and their environments | **China Grow (**Continents & Oceans**)** |  | **SE Asia/Longitude & Continents** | **Immigration/Civil War** | **Mesopotamia/MesoAmerica** | |
| **Standard III Recognize how time, continuity, and change affect perspectives and relationships** | Time, continuity & Change  Global Connections | * Change is inevitable. * The past impacts the present and the future. * Decisions have consequences. * Our world is connected in a delicate balance. | **China Grow**  **Our Cool School** | **Community & Decisions** | **Ancient China to Present** | **Immigration & 20C World** | **Ancient Egypt**  **Ancient China** | |
| **Standard IV Applies economic concepts** | Production, Distribution, & Consumption |  | **China Grow** (Goods & Services) | ***Community & Decisions*** | **Three Gorges Dam (Modern China/Cities)** |  | **Oceana (EcoSystems)** | |
| **Standard V Examines cultural practices and human interactions** | Culture  Individual Development & Identity  Science, Technology & Society | * People are different. * All people have value. * People exist simultaneously as an individual and as a member of a group * Our identity is shaped by external and internal factors * People’s needs affect their behavior. * Nature and nurture shape development * Scientific discoveries and technological innovations have an important impact on the political, economic, and social development of nations and municipalities. | **Celebrations around the World**  **Our Cool School** | **Celebrations around the World**  **Community & Decisions** (Shanghai, Past & Present) | **Celebrations around the World** | **20th (& 21st C) World**  **Cultural Studies** | **Archeology –Early Man**  **Ancient China**  **Oceana** | |
| **Standard VI Apply literacy skills and understandings of key ideas, details, structure, and integration of** |  |  |  |  |  |  |  |







**ESSENTIAL QUESTIONS: Middle School**

| **SAS STRANDS (SKILLS)** | **NCSS STRANDS** | **DEPARTMENT -WIDE ENDURING UNDERSTANDINGS (CONTENT)** | **(Grade 5)** | **(Grade 6)** | **(Grade 7)** | **(Grade 8)** | **Asian History** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard I: Analyze how individuals,**  **groups, and institutions create and change**  **structures of power, authority, and governance** | Individuals, Groups, & Institutions  Power, Authority, & Governments | * Institutions provide order and influence individuals and groups. * There are often conflicting goals, values, and principles between institutions. * Institutions are created to provide for changing needs. * People organize around common needs and interests * Governments are used to resolve conflict. * There is a relationship between rights and responsibilities * The human need for order leads to the evolution of authority and government. |  |  |  |  | 1. How are tribes, nations, and empires different? 2. What factors determine which form of government will exist in a given context? 3. Is there a “best” form of government? 4. Who should government benefit? |
| **Standard II Explore and apply geographic knowledge and skills** | People, Places & Environments | * ***Places have both human and physical characteristics*** * People are affected by where they are in the world. * Resources have limitations. * There is a direct relationship between people and their environments |  |  |  |  | 1. What is the relationship between physical geography and the development of a unique ethnic/national identity? 2. In what ways does physical geography influence cultural diffusion and cultural stability? 3. How does physical geography effect a people’s economic choices, population density, and competition for resources? 4. How does human interaction with the environment help shape a people’s attitudes toward their own culture and the cultures of other regions? |
| **Standard III Recognize how time, continuity, and change affect perspectives and relationships** | Time, continuity & Change  Global Connections | * Change is inevitable. * The past impacts the present and the future. * Decisions have consequences. * Our world is connected in a delicate balance. |  |  |  |  | 1. What makes an historical event important enough to study? 2. How can the study of past events help us overcome present problems? 3. How has the impact value of individual events increased over time, and why? |
| **Standard IV Applies economic concepts** | Production, Distribution, & Consumption |  |  |  |  |  | 1. How are wealth, power, and the control of resources related in human history? 2. Why do people make what they make, eat what they eat, and fight who they fight? 3. How much is enough? |
| **Standard V Examines cultural practices and human interactions** | Culture  Individual Development & Identity  Science, Technology & Society | * People are different. * All people have value. * People exist simultaneously as an individual and as a member of a group * Our identity is shaped by external and internal factors * People’s needs affect their behavior. * Nature and nurture shape development * Scientific discoveries and technological innovations have an important impact on the political, economic, and social development of nations and municipalities. |  |  |  |  | 1. What, if anything, makes all people equally valuable? 2. What are the relationships between technical innovation, socio-political dominance, and resource consumption? 3. What, if anything, makes all cultures equally valuable? |

* **10 Thematic Strands of Social Studies**

**Updated Jan. 20, 2010**

**Grade 8 Humanities Units**

Reference: <http://www.socialstudies.org/standards/curriculum>

**Evidence Unit**

* Civic Ideals and Practices

**Global Issues**

* Production, Distribution, and Consumption
* Science, Technology, and Society
* Global Connections

**Human Rights**

* Power, Authority, and Governance
* Civic Ideals and Practices
* Individuals, Groups, and Institutions

**Culture**

* Culture
* People, Places, and Environment
* Global Connections

**Journeys**

* Individual Development and Identity
* Time, Continuity and Change

**Grade 7 Humanities Units**

**Identity** - Personal Narrative (Narrative Writing)

-Individual Development and Identity

**Change** - Rome (Expository Writing)

-Time, Continuity, and Change

-People, Places, and Environment

-Culture

**Structure** - Middle Ages (Poetry)

-Individuals, Groups, and Institutions

-Power, Authority, and Governance

-Culture

**Collaboration** - Renaissance (Persuasive Writing)

-Production, Distribution, and Consumption

-Power, Authority, and Governance

**Exploration** - Exploration 2030 (Research Writing)

-Science, Technology, and Society

**Grade 6 Humanities Units**

**Personal and Cultural Identity**

-Individual Development and Identity

-Culture

**Learning About the Past (Archaeology)**

- People, Places and Environment

-Time, Continuity and Change

**Stages of Development and Rites of Passage (Early Man, Mesopotamia)**

- People, Places and Environment

-Time, Continuity and Change

**Ancient Egypt**

-Science, Technology, and Society

- People, Places and Environment

-Culture

**Ancient to Modern China**

-People, Places, and Environment

-Power, Authority, and Governance

-Individual Groups and Institutions

-Time, Continuity and Change

**Ancient Greece**

-Culture

-Power, Authority, and Governance

**Assessment Practices**

*Template modified from report from Jim Mulli on behalf of the High School, Puxi Campus - Social Studies department.*

**Department, Team, or Grade Level:**

**Discipline/course:**

Grade level: 8

Evidence Unit:

Types of common summative assessments: Essays, Webquest, Roanoke Essay, Setting Paragraph.

Examples of formative assessments : Blogs, Reading logs, Quizzes, Participation.

Global Issues Unit:

Types of common summative assessments: Presentation and Project.

Examples of formative assessments : Blogs, Reading logs, Quizzes, Participation.

Human Rights Unit:

Types of common summative assessments: The Giver and “Mending Wall” Essay, Novel Test, Literature Circles.

Examples of formative assessments : Blogs, Reading logs, Quizzes, Participation, Paidea Seminar, Visual Literacy Comprehension, Literature Circles Daily Duties.

Culture Unit:

Types of common summative assessments: (\*\*Work in progress since this unit was at the end of the year last year and never had time to really do summative assessment)

Examples of formative assessments: Blogs, Reading logs, Quizzes, Participation, Visual Literacy Comprehension

Journeys Unit:

Types of common summative assessments: Personal Narrative and/or Expository, Heritage Project,

Examples of formative assessments : Blogs, Reading logs, Quizzes, Participation, Journeys Stations.

**Assessment Practices**

*Template modified from report from Jim Mulli on behalf of the High School, Puxi Campus - Social Studies department.*

***Updated Jan. 20, 2010***

**Department, Team, or Grade Level: 7th Grade Humanities**

**Discipline/course: Personal Narrative**

Grade level: 7

Common Assessments: Personal Narrative Essay, Vocabulary Quizzes, Spot-check Quizzes, Blog Journals

Types of Summative assessments: Narrative Essay, Vocabulary Quiz, Blog Journals

Examples of formative assessments: 6 Traits Quiz, Short Story Quiz, Writing Process Quiz

Additional assessment info: Blog Journals are student journal entries taken through the writing process and assessed for 2 Traits of Writing.

**Discipline/course: Rome**

Grade level: 7

Common Assessments: Expository Newspaper article, Expository Essay, Oral Presentation, Vocabulary Quizzes, Grammar Quiz, Blog Journals, Spot-check Quizzes

Types of Summative assessments: Expository Essay, Oral Presentation, Vocabulary Quizzes, Blog Journals

Examples of formative assessments : Spot-Check quizzes on Rome, Comma Quiz,

Additional assessment info: Blog Journals are student journal entries taken through the writing process and assessed for 2 Traits of Writing.

**Discipline/course: Middle Ages in Europe**

Grade level: 7

Common Assessments: Feudalism Paragraph, Poetry Portfolio, Poetry Reading, Catherine Called Birdy (novel) assessment, Vocabulary Quizzes, Blog Journals

Types of Summative assessments: Expository paragraph, Oral Presentation, Open-Response (novel) test, Vocabulary Quiz, Poetry Portfolio, Blog Journals

Examples of formative assessments: Spot-Check Quizzes on Feudalism and Middle Ages

Additional assessment info: Blog Journals are student journal entries taken through and writing process and assessed for 2 Traits of Writing.

**Discipline/course: Renaissance**

Grade level: 7

Common Assessments: Renaissance Art Project (Persuasive Essay), Vocabulary Quizzes, Blog Journals, Spot-check Quizzes

Types of Summative assessments: Persuasive Essay, Vocabulary Quizzes, Blog Journals

Examples of formative assessments: Spot-check Quizzes on Renaissance and grammar

Additional assessment info: Blog Journals are student journal entries taken through and writing process and assessed for 2 Traits of Writing.

**Discipline/course: Exploration 2030**

Grade level: 7

Common Assessments: Vocabulary Quizzes, Spot-check Quizzes, Blog Journals, Research Paper and Oral Presentation

Types of Summative assessments: Research Paper, Oral Presentation, Vocabulary Quizzes, Blog Journals

Examples of formative assessments: Pop Quizzes

Additional assessment info: Blog Journals are student journal entries taken through and writing process and assessed for 2 Traits of Writing.

**Assessment Practices**

*Template modified from report from Jim Mulli on behalf of the High School, Puxi Campus - Social Studies department.*

***Updated Jan. 20, 2010***

**Department, Team, or Grade Level:**

**Discipline/course: Humanities 6**

Grade level: 6 (Personal and Cultural Identity)

Common Assessments: Scrapbook (writings): About the Author, Cultural Collage, Bio-poem, Heart Map

Types of Summative assessments (all assessments are common): Scrapbook, Ancestor Tree vocabulary quiz, Geography quiz, Clay Marble literature test, Clay Marble character analysis (keynote presentation)

Examples of formative assessments : Accelerated Reader, Clay Marble literature quiz, word choice writing assignment (Ode to Oreo), Adjectives quiz,

Additional assessment info:

**Discipline/course: Humanities 6**

Grade level: 6 (Learning About the Past: Archaeology)

Common Assessments: Archaeology test

Types of Summative assessments: Archaeology test

Examples of formative assessments : Archaeology encyclopedic entry (writing with vocabulary, assessing sentence fluency, word choice)

Additional assessment info:

**Discipline/course: Humanities 6**

Grade level: 6 (Rites of Passage)

Common Assessments: : Test on Early Man, Test on Dar and the Spear Thrower (literature test)

Types of Summative assessments: Test on Early Man, Five-paragraph Essay on Dar and the Spear Thrower

Examples of formative assessments: subjects and verbs, pronouns, and quiz, Wanted Posters for Early Man (talking document)

Additional assessment info:

**Enduring Understandings/Essential Agreements 8th Grade Humanities 2008-2009**

**Major Threads/Themes**

**CHANGE**

**IMPACT**

**ENVIRONMENTAL/SOCIAL INTERDEPENDENCE**

**Theme 1: What is Evidence?**

**Enduring Understandings:**

* Problem-solving requires a systematic approach
* Information exists in a variety of forms
* All evidence has limitations
* Argument requires evidence

**Theme 2: Journeys**

**Enduring Understandings:**

* There are many types of journeys
* Everything we do has an impact on ourselves and on our environment
* Systems within an environment are interdependent
* Humans continually seek knowledge

**Theme 3: Global Issues/ Our Environment**

**Enduring Understandings:**

* Everything we do has an impact on ourselves and our environment
* Systems within an environment are interdependent
* Systems can create inequities
* The past and present affect our future
* Human needs depend on available resources

**Theme 4: Culture**

**Enduring Understandings:**

* Cultural Misconceptions are part of our past and present
* Cultural values and beliefs affect relations among individuals, groups, institutions, and political states.
* Cultural identity is determined by many factors
* Our past affects our present and our future

**Theme 5: Human Rights**

**Enduring Understandings:**

* Systems can create inequities
* Change is continual
* Democracy is a process

**Enduring Understandings/Essential Agreements 7th Grade Humanities 2008-2009**

**Major Threads/Themes**

**CHANGE**

**CONNECTIONS**

**SELF-EVALUATION**

**WRITING PROCESS**

**LEARNING FROM LITERATURE**

**Overarching Year-round Essential Questions**

* How does the past shape the present, and the past shape the future?
* Where do you fit into society?
* What does it take to change the world?

**Unit 1: Personal Narratives**

* Self-exploration
* Exploring personal narratives

**Unit 2: Ancient Rome**

* Connecting the past with the present
* Rise and fall of a civilization
* Use of technology and science
* Great leaders/leadership

**Unit 3: Middle Ages**

* Hierarchy of societies
* One’s role in society/how does one person change/influence a whole society/civilization

**Unit 4: Renaissance**

* Reason v. faith
* Resurgence of science, arts, technology
* Great minds, eg. DaVinci

**Enduring Understandings/Essential Agreements 6th Grade Humanities 2008-2009**

**Major Threads/Themes**

Humans are unique beings

Geography impacts humankind and societies

Societies continually develop and change

**Theme 1: ChinaQuest: Where are we from? Where are we now?**

**Enduring Understandings:**

* Where we are from impacts who we are and how we behave – geographically & culturally
* We have innate and learned values, and they differ depending upon one’s experiences
* Geography influences populations

**Theme 2: Stages of Development and Rites of Passage**

**Enduring Understandings:**

* Humans have changed over time, both physically and behaviorally
* Humans are unique beings
* Agriculture changes the world
* Agriculture allows for the development of civilizations

**Theme 3: Ancient Civilizations (Egypt)**

**Enduring Understandings:**

* Geography impacts civilizations
* Individuals, groups, and institutions create and change structures of power

**Theme 4: China Past and Present**

Enduring Understandings:

**Shared Unit(s) of Study** **Cornerstone Assessments**

*Anchor units of study with a guaranteed authentic Assessment*

Grade 8

Grade 7

Grade 6