ES Pudong Social Studies Task Force: Members present, Barbara Boyer-ES Librarian, Soon-ok Borden-Prek, Jeanette Dixon-2nd grade, Todd Denton-4th Grade, Michael Martin-5th grade, Tina Bui-5th Grade, Angela Mao-Chinese Teacher, Dana Yang-Chinese Teacher.

***DRAFT* Pre-kindergarten**

**Social Studies Standard and Benchmarks**

*Social studies concerns relationships among people and between people and the world in which they live. Social studies in pre-kindergarten begins with supporting children’s understanding of themselves, their families, and their neighborhoods, and extends to understanding of other places, cultures and societies. Students are exposed to the concept of helping others in their families and community. Students will locate and discuss current events using a variety of resources*

**Readiness Standards:**

* Interact in a positive manner with one or more peers.
* Identify something about themselves.
* Demonstrates independence with self-help skills and making choices.

**Standards and Benchmarks**

1. *~~Learn about themselves and other people, and understand what people need to do to live together and work in groups.Explore how individuals, groups ,and institutions~~ create and change structures of*
2. Identify similarities and differences among people.
3. Demonstrate awareness that everyone deserves to learn, be safe, respected, and listened to.
4. Recognize what leaders and group members do.
5. Participate in group-decision making.

*II. Develop geographic awareness*

1. Demonstrate awareness of characteristics of the where they live and of other places they identify with.
2. Notice how objects are spatially related to one another (i.e. far/near)

3. Re-create aspects of the environment using a variety of materials.

4. Interpret a simple map of a familiar environment.

*III. Become aware of how things, people, and places change over time*

1. Relate their personal life to the process of change while talking about day to day events
2. Notice and talk about similarities and differences between people of different ages
3. Talk about the past, the present, and the future

*IV. Explore how people depend upon one another for things (goods) and help (services) they need.*

1. Identify jobs at school and home.
2. Demonstrate awareness about things that everyone needs (food, water, shelter, protection, and clothing)

3. Show awareness that people work to provide the things others need.

4. Describe ways that people get the things they need

5. Demonstrate awareness of money and how it is used

*V. Demonstrate awareness of their own and other cultures*

1. Participate in discussions of family rituals and traditions related to culture

Talk about stories set in different cultural context

***DRAFT* Kindergarten**

**Social Studies Standards and Benchmarks**

*~~Social studies concern relationships among and between people in their world.~~ Social studies in kindergarten supports children’s understanding of themselves, their families, and a variety of places and cultures. Students explore their responsibilities as members of their families and community, and begin to understand and embrace cultural diversity. Students begin to explore the concept of community service. Students will locate and discuss current events using a variety of resources*

**Readiness Standards:**

* Express why they are unique and special.
* Understand they belong to a family and that all families are different.
* Have a sense of following rules and appropriate behavior.
* Interact with peers and adults in a respectful manner.

**Standards and Benchmarks**

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

Identifies the responsibilities as an individual and in relation to their families and school community.

Recognizes that everybody deserves respect.

*II. Explore and apply geographic knowledge and skills*

1. Recognize where they live and where they are from
2. Recognize that people’s daily activities depend on where they live in the world.

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

1. Relate the concept of time and change to personal experience.
2. Identify the concepts of past, present and future in relation to calendar time
3. Describe personal and family events over time

*IV. Applies economic concepts*

Describe how we depend upon workers with specialized jobs and the ways they contribute to society.

Identify and describe jobs in our community

Demonstrate awareness what basic needs are and how they get them.

Demonstrate awareness of money and how it is used

*V. Examines cultural practices and human interactions*

1. Identify traditions and cultures within the classroom and their families.

2. Identify special celebrations people may share within their communities.

***DRAFT* Grade 1**

**Social Studies Standards and Benchmarks**

*First grade Social Studies promotes awareness of social responsibilities and community service . Students develop an understanding of where they fit in social groups and an appreciation for cultural diversity as they explore their world. Students will locate and discuss current events using a variety of resources*

**Readiness Standards:**

* be aware of self in relation to others and begin to have a sense of self-identity
* learn rights, responsibilities, and rules as they apply to individuals in a group setting
* locate specific areas in the classroom and school
* participate in a variety of cultural activities
* share news about events with others

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

* 1. Describe the groups that people belong to and why they belong to them
* 2. Give examples of the different roles people fulfill within groups
* 3. Identify the benefits and responsibilities of belonging to a group

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

* 1. Identify features of a basic globe
* 2. Describe how activities are influenced by your location

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

* 1. Describe ways in which people's lives are influenced by time and change
* 2. Give examples of changes that have affected family and community life

**Standard IV Applies economic concepts**

 1. Distinguish between needs and wants

2. Describe what work is

* 3. Describe different ways people use resources to meet their needs and wants

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

 1. Describe features of different cultures within the classroom

* 2. Identify similarities and differences between cultures

***DRAFT* Grade 2**

**Social Studies Standards and Benchmarks**

*Second grade Social Studies focuses on people who influence our lives. Students enrich their appreciation of their own family culture and demonstrate respect for the diversity of cultures. Students will locate and discuss current events using a variety of resources*

*(Second grade Social Studies focuses on people who influence our lives in our community. Students enrich their appreciation of their own family culture and demonstrate respect for the diversity of other cultures as they explore the world.)*

* ·respect the rights of others, including different opinions
* ·demonstrate awareness of goods and services, needs and wants
* demonstrate understanding that a globe and a map are visual representations of the world
* identify similarities and differences among families and cultural groups, past and present
* participate in sharing of current events

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

 1. Describe how and why groups are organized within communities

* 2. Identify purposes of authority in various settings
* 3. Identify the benefits and responsibilities of belonging to a group

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

* 1. Identify continents and oceans
* 2. Give examples of ways people's activities are influenced by the location and physical features of a place over time. Scope and Sequence: a) Sports b) Farming c) Communication d) Travel e) Clothing, etc.
* (Give examples of ways people’s activities are influenced by the location and physical features of a place. a) landforms, b) natural resources, c) climate, d) food, e) clothing)

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

* 1. Describe personal and family events over time
* 2. Identify special events people may share within their communities

**Standard IV Applies economic concepts**

* 1. Distinguish between goods and services
* 2. Explain the interaction that occurs and the roles that people take in the production and consumption processes
* 3. Describe various work roles within a school community

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

* 1. Identify cultural groups in the school community
* 2. Compare and contrast different cultures

***DRAFT* Grade 3**

**Social Studies Standards and Benchmarks**

*Third grade Social Studies focuses on the Shanghai Community past and present. Students draw comparisons with our communities and begin to make connections with neighboring countries. Students also recognize how and why communities differ geographically and culturally. Students will locate and discuss current events using a variety of resources*

**Third grade Social Studies focuses on:**

* Explore geographic knowledge and skills.
* Communities and how they shape our past, present, and future.
* How resources drive the economy
* Distinguish between different types of resources: renewable, natural, human, non-renewable
* Sharing and discussing current local and worldwide events, especially ones that they can relate to.

**Readiness Standards**

**1 Identify the seven continents and four major oceans.**

1. **Know the four main directions - NESW and use them to locate places**
2. **Give examples of natural resources**
3. **Recognize their place in the school community**
4. **Differentiate between needs and wants**
5. **Differentiate between goods and services**
6. **Have an awareness of cultural celebrations and traditions.**
7. **Be prepared to share and discuss current local and worldwide events, especially ones that they can relate to.**

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

* 1. Identify qualities that leaders of groups need in order to meet their responsibilities
* 2. Describe how and why people make and implement rules and laws

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

* 1. Identify and learn to use map keys
* 2. Describe how areas of a community have changed over time

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

* 1. Give examples of ways in which knowing about their past helps people to understand who they are
* 2. Explain the difference between the recent past and the distant past

**Standard IV Applies economic concepts**

* 1. Identify reasons why people need to exchange goods and services
* 2. Give examples of institutions that are part of a community
* 3. Distinguish among different types of resources, (natural, human, renewable and nonrenewable, spiritual, aesthetic, recreational, and industrial)

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

 1. Describe how cultural practices reflect tradition

* 2. Identify needs that are common across cultures
* 3. Describe similarities and differences in the way cultural groups meet those needs

***DRAFT* Grade 4**

**Social Studies Standards and Benchmarks**

**MISSING GRADE FOUR SUMMARY STATEMENT**

*Fourth grade Social Studies focuses on the study of China’s history, geography and indigenous peoples. Students also begin to explore the historical interdependence between neighboring nations. Students will locate and discuss current events using a variety of resources*

**Students entering Grade Four should be able to:**

* Identify intermediate directions, map legends and how symbols represent places on maps.
* How communities shape our past, present, and future.
* How resources drive the economy.
* Define issues and conflicts and be able to express pros and cons on events that bring changes to a community.
* Be prepared to share and discuss current local and worldwide events, especially ones that students can relate to.

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

* 1. Explain what citizenship means in terms of membership in/to a country (expatriates)
* 2. Explain how groups and individuals can work together to deal with challenges
* 3. Identify strategies of good leadership

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

* 1. Identify the physical features of a map
* 2. Describe geographic factors that influence humans

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

* 1. Give examples of why particular women, men and children in the past are remembered
* 2. Describe ideas and actions that changed societies in particular times and places

**Standard IV Applies economic concepts**

 1. Describe how changes in transportation and communication have affected the trade of goods and services

* 2. Describe the characteristics and locations of renewable and nonrenewable resources and their uses (they are traded, managed, imports and exports)

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

 1. Explain why people attach importance to their culture

* 2. Describe ways in which the movement of people affects the culture of a community

***DRAFT* Grade 5**

**Social Studies Standards and Benchmarks**

MISSING SUMMARY STATEMENT

*Grade 5 Social Studies focuses on identifying and describing factors that contribute to cooperation and cause disputes within and among groups and nations. Students will locate and discuss current events using a variety of resources and identify different values people may attach to those resources. They will identify and describe the effects of human migration and explain relationships between resources and patterns of population distribution. Students will then describe various kinds of interactions that occur as a consequence of human migration.*

Students entering Grade Five should be able to:

* Be prepared to share and discuss current local and worldwide events, especially ones that they can relate to.
* ~~Demonstrate understanding of the SAS Social Studies Standards and Benchmarks from grades K-4~~
* *(Merge these into one concise statement)* Locate countries on a map or globe
* Locate places on a map using longitude and latitude
* Label and make a map
* Know the features of a map and be able to distinguish between different maps and their purpose
* Identify and give examples of the five themes of geography *which are . . .*
* Recognize themselves as a global citizen
* Give an example of how environments impact the economy
* Describe and discuss the Chinese culture in relation to history, customs, holidays, language, geography, etc.
* Define and give examples of communities and identify how and why communities differentiate themselves from each other
* Use an atlas to find information about countries, cities, and states
* Identify and define a region and tell how a region effects the way people live and work
* Discuss reasons why people move
* Tell what resources benefit the growth and economic development of China and its individual cities
* Explain how the Chinese government impacts the daily lives of its citizens
* Communicate information about the Three Gorges Dam
* Describe how the lives of children have changed from Ancient to Modern day
* Describe geographic factors that influence human

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

* 1. Distinguish between local, state/provincial and national government
* 2. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations

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

* 1. Describe and explain various types and patterns of settlement and land use and reasons why particular locations are used for certain human activities
* 2. Identify and describe the affects of human migration
* 3. Identify map coordinates

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

* 1. Locate and use sources to reconstruct the past

**Standard IV Applies economic concepts**

* 1. Identify different values people may attach to resources
* 2. Identify divisions of labor
* 3. Explain relationships between the locations of resources and patterns of population distribution

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

* 1. Explain how people retain their cultural identity
* 2. Describe various kinds of interactions that occur as a consequence of human migration