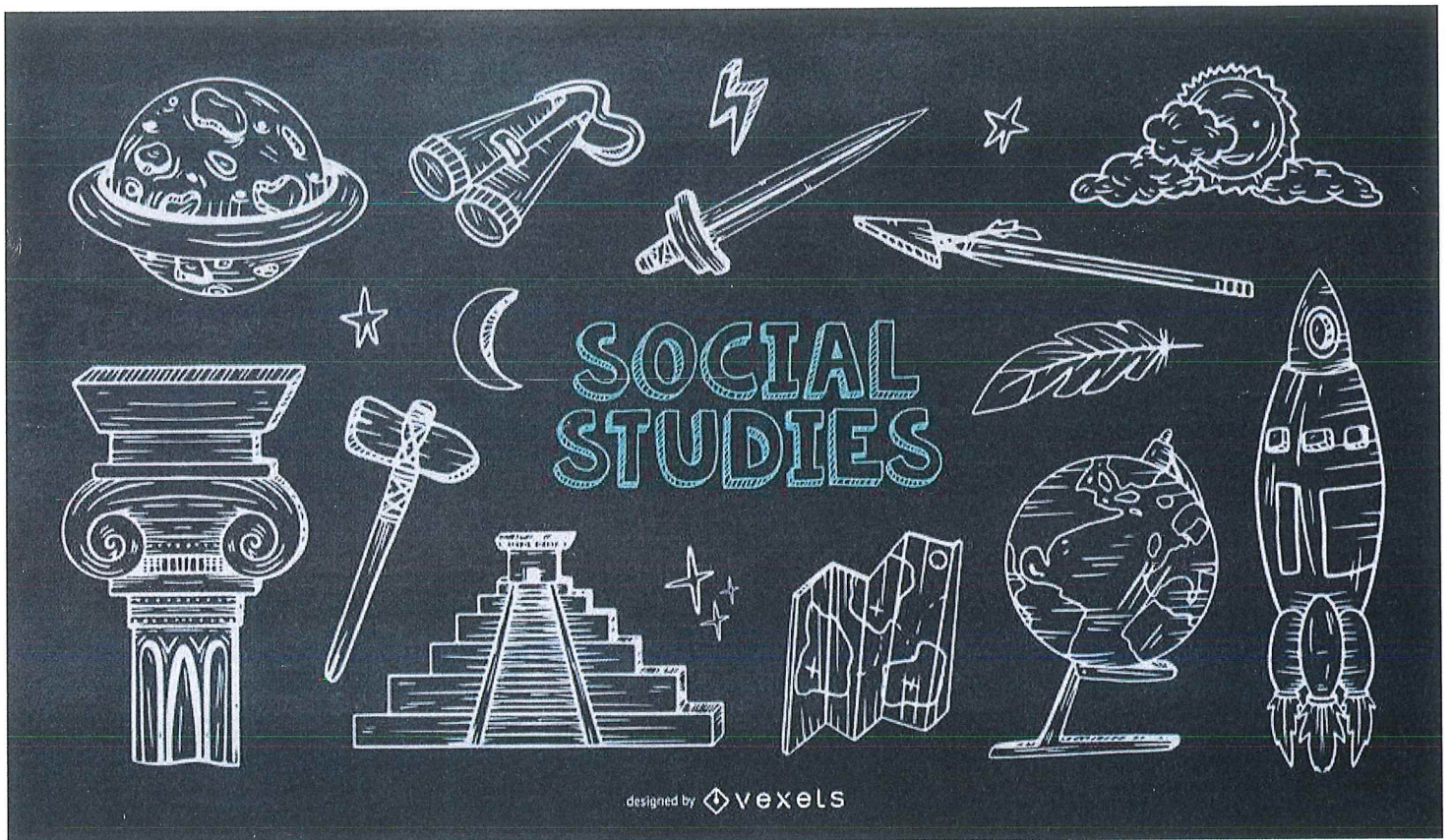


August 2022

Social Studies Curriculum



**Edgar School
District**

**4 Year Old Kindergarten Curriculum Summary
Science and Social Studies - Edgar Elementary School
Updated August 2022-Kristin Bornbach and Mandy Schnelle**

The 4 Year-Old Kindergarten Science and Social Studies Curriculum is based on the comprehensive curriculum “Big Day for Pre-KI-Scholastic” and the Wisconsin Model Early Learning Standards.

During the 4K school year, young learners will be exposed to four important social studies curriculum topics; “ready for school”, “my family”, “our community” and “moving on-student celebrations of personal growth.” Students will be exposed to four important science topics “awesome animals,” “imagine it, make it” “growing up healthy” and “nature around us.”

During these monthly themes, students will respond to a weekly “essential question.” An example of an essential question is “How do I work and play at school?” Students will also focus on learning targets and “I can” statements. An example of this would be, “I can identify the five senses.” Students will work at specific learning centers geared towards science and social studies topics. Young learners will be exposed to quality literature stories based on weekly themes.

From the “teacher’s side” of this curriculum, science and social studies will be taught twice weekly and implemented in various content areas throughout the school day. We will assess students through teacher observations, daily journal work, student work, state assessments and report card assessments. Based on these formative and summative assessments, we will adjust our instruction to include both intervention and enrichment student activities. In our curriculum template, we have included “DOK-Depth of Knowledge” which refers to the level of comprehension and the skills involved. An example of this skill would be “describe these people.” We also have included the specific standards that this curriculum aligns with. “Scientific Thinking: C.EL. 1 - The student uses observations to gather information,” is an example.

Our science and social studies curriculum template is an important resource for our 4K classroom, teaching staff and parents of young learners. It is a working document that guides teacher instruction in these important content areas.

Thank you for allowing us to work during the summer to update this curriculum.

Social Studies Curriculum

The Kindergarten Social Studies curriculum focuses on giving students a broad understanding of history, geography, and community. Students will also learn about personal, home, and school responsibilities. Additional areas of study include historical figures and cultural traditions.

Political Science

Describe symbols, songs, and traditions that identify our state and country.
Assess the importance of rules and laws at home, in school, and in the community.

Behavior Sciences

Describe how groups of people are alike and different.

History

Explain how something from the past can affect your life now.

Geography

Create an urban, rural and suburban community.

Inquiry Practices and Processes

Explore opportunities for personal or collaborative civic engagement with community and school.
When provided a question, determine what other questions are needed to support the research.

First Grade Social Studies Overview

The First Grade Social Studies curriculum will be using the Little Social Studies Thinkers by Karen Jones, which includes five units and one mini unit. The curriculum is cross referenced and aligned to the main topics of the Wisconsin State Social Studies Standards. This curriculum provides students with an abundance of opportunities to show their understanding of topics by allowing them to do many hands-on activities over the course of the school year.

The six units for first grade include:

Unit 1: Responsible Citizenship

- How can I be a responsible citizen?
- Guest Speaker: Local Police Officer

Unit 2: Holidays Around the World

- How are holidays celebrated in different cultures around the world?

Mini Unit: America

- What do we know about the United States of America?

Unit 3: Families, Long Ago and Today

- How do families grow and change over time?

Unit 4: Geography

- What do we know about the geography of our world?

Unit 5: Community Economics

- How do jobs and money affect people in a community?
- Coordinated with Junior Achievement officer.

Second Grade Social Studies Curriculum Overview

Unit 1-

Essential Learning Target: In Economics, students will explore needs versus wants. They will examine how people make choices based on their circumstances and financial limits. Students will also look at economics from a business perspective (need for profitability, and availability of resources). They will explore how and why goods are transported throughout the world and thus understand the importance of global trade. Lastly, learners will examine government goods and services, and why and how they are provided.

Essential Questions:

- ❖ What is the difference between a need and a want?
- ❖ What is the difference between a good and service?

Students can:

- ★ I can determine choices people make with money based on their needs and wants.
- ★ I can determine choices people make with money based on their needs and wants.
- ★ I can discuss how people solve problems based on availability and need to make a profit.
- ★ I can explain why a good was produced somewhere, and why it is in my local market.
- ★ I can provide examples of government goods and services and why and how they are provided.
- ★ I can discuss why global trade is important and valuable.

Major projects/Assessments:

- Exit ticket
- Group short response
- Unit assessment (summative)
- Short Response (Prompt: supplier does not have the cotton you need for your t-shirt factory.)
- Small group activity
- Small group discussion-(Cacao Beans/Coffee)

Unit 2-

Essential Learning Target: In Government, the learners will investigate influential people in the foundation of the United States. They will explore rights and responsibilities and how these influence people's decision making. Students will also use resources to learn about issues, learn about the voting process, and participate in compromise exercises.

Essential Questions:

- ❖ How do my rights and responsibilities help me make decisions?

Students can:

- ★ I can explain how James Madison and Thomas Jefferson helped to develop the foundation of the United States of America.
- ★ I can identify basic rights that all humans have.
- ★ I can identify rights and responsibilities as a student, and community member.
- ★ I can use information to understand an issue in the classroom or school.
- ★ I can explain how families, schools, and other groups develop, enforce, and change rules of behavior.
- ★ I can explore the importance of voting in a community, state, and country.
- ★ I can give an example of a compromise.

Major projects/Assessments:

- Research activity/chart - Jefferson (Declaration Of Independence) and Madison (Constitution)
- Unit Exam (Summative)
- Small Group Activity (chart) of rights/responsibilities as a student, community, human.
- Short answer: Should they hire another Edgar police officer? Officer Tyler question/answer forum.
- Small group activity: chart - rules/consequences: family/school/community. How are those rules developed column. Short answer: How does this relate to voting?

Unit 3-

Essential Learning Target: In US History, students focus on the growth and transitions within the US historical timeline. Students will examine perspectives based on cause and effects, patterns, American traditions and values, and points of view.

Essential Questions:

- ❖ Why do things change over time?

Students can:

- ★ I can discuss why Europeans started to move to the new world.
- ★ I can describe what happened when Europeans came to settle in the new world.
- ★ I can identify traditions and values of Americans that have remained in place through today.
- ★ I can explain how and why some people decided to become pioneers.
- ★ I can discuss how the civil war affected families' daily lives.
- ★ I can explain why we celebrate Independence Day.
- ★ I can identify why the British soldier and the American Minuteman felt differently about the same Revolutionary War battle.
- ★ I can identify how the different groups of Native Americans lived differently based on their environments and culture.
- ★ I can discuss why Europeans chose to move to the new world and how they felt trying to adapt to a new life.

Major Projects/Assessments:

- Creating lists
- Short Answer
- Class Discussions
- Exit slip
- Venn Diagram
- Research Project
- Unit Exam (summative)

Unit 4-

Essential Learning Target: In Geography/Culture, landforms, continents, oceans, countries and maps are a major theme. Other themes include modes of transportation and communication, global connections, and cultures around the world.

Essential Questions:

- ❖ How does geography affect people's lives?

Students can:

- ★ I can locate on map or globe physical features such as continents, oceans, mountain ranges, and landforms.
- ★ I can discuss why people immigrated to the "New World" and why westward expansion occurred.
- ★ I can discuss the variety of ways in which people communicate and travel.
- ★ I can describe the features of a community.
- ★ I can identify how natural resources make global trade important and connects people from all around the world.
- ★ I can compare and contrast how I celebrate a birthday compared to a child in another country.

Major Projects/Assessments:

- Online "game"
- Unit assessment
- Small group discussion.
- Short answer response.
- Small group activity
- Exit slip
- Journal Entry
- Project/report-google/kiddle search

3rd grade Social Studies curriculum overview for school board 2022-23

The 3rd grade social studies curriculum is composed of teacher-created materials. Time for Kids will be used to enhance our discussions. Students will learn about their place in the world by exploring social studies concepts.

Civics:

Students will identify 5 ways to be a good citizen, within the classroom and the world we live in; and identify the steps to becoming a US citizen. We will reenact Ellis Island and what it was like to come to America during that time.

Essential Question:

How can I be a citizen of different communities?

How does immigration happen in the United States?

Assessments:

Name five ways to be a good citizen (handprint)

Coming to Ellis Island sequence (from TPT)

Geography:

Students will identify different places on Earth; community, state, region, country. They will also read and create a treasure map using cardinal directions. Another activity will be to pack your bags to indicate what region you are traveling to.

Essential Question:

How can I use and create a map to show regions and give directions?

Assessments:

Label a compass rose

Treasure hunt with cardinal directions

Identifying regions and their characteristics (TPT resource)- pack your bag activity

History:

Students will learn about slavery and the colonial time period to understand different points of view from the past and determine how people and events impact them today.

Essential Questions:

What are the different points of view of slavery?

How do events of the past impact me today?

Assessments:

Construct a freedom quilt square and explain the meaning of it.

Create a journal entry using the five senses to explain what you would experience while traveling during colonial times.

Economics:

Students will identify the differences between goods and services as well as compare goods and services from different regions. We will create businesses to apply the concepts taught.

Essential Questions:

What are the differences between goods and services?

How are business created?

Assessments:

Verbally identify goods and services on a map and explain why the business is a good or service.

Create a business and visit goods and services created by classmates to partake in a classroom economy.

Create a Venn Diagram using the information from the book *Cocoa Ice*.

Culture:

Students will research and understand different cultures around the world. We will have our culture fair project as a culminating activity.

Essential Question:

How can I use resources to understand cultures from around the world?

Assessments:

Presentation - trifold, google slides, recipe, and collaboration

Fourth Grade Overview of Social Studies 2022

Text: Wisconsin: Our State, Our Story (Second Edition)

In Social Studies students will learn the skills to inquire knowledge through thinking like a historian and applying inquiry skills to primary and secondary historical artifacts.

Students main focus will be on the state of Wisconsin. In studying the geography students will learn map skills along with locating Wisconsin and its unique features using the language of maps.

Students will also be studying cultures that existed over thousands of years before Europeans encountered the groups living in Wisconsin. They will construct a time line to help understand the many changes of Wisconsin over time.

In studying economics, students will focus on the natural resources found within the five regions of Wisconsin and make connections to what industries developed in those areas.

In the area of Political Science students will learn about our state's government as well as federal government through investigating the events that took place in our history leading to statehood.

Throughout the year, students will develop the understanding of the importance of stewardship within not only their state, but also within their community.

Board Summary Report 5th Grade

Social Studies Course Overview

In 5th grade social studies, we cover 5 specific topics over 4 units. Throughout these units, we will use a variety of lessons and activities to measure the students' understanding of what we learned. We will begin the school year discussing the "First Nations and Early Settlers", followed by "A New Nation". After that, we will explore "Westward Expansion", and end with "A New Century". The students are exposed to many learning opportunities through our classroom materials, writing letters to others around the world, guest speakers, and field trip opportunities.

Unit 1: Settling the Americas- Introduction to Geography, First Nations, Early Explorers, 13 Colonies

Unit 2: A New Nation- Introduction to American Government, Revolutionary War, Industrial Revolution

Unit 3: Westward Expansion- Cherokee Nation, Lewis and Clark, Oregon Trail

Unit 4: A New Century- Civil War, Civics, Civil Rights Movement

Science Course Overview

In 5th grade science, we cover 24 lessons over 4 units. We will learn through a variety of hands-on activities, videos, labs, author visits and field trips to measure the students' understanding of what we learned.

We will begin the school year with the *Web of Life* unit detailing how organisms depend on each other and form interconnected ecosystems. Then we will cover the *Chemical Magic* unit that explores the properties of matter. Next, we will cover the *Spaceship Earth* unit which explores parts of space, changing patterns in the sky, and we will make observations of shadows. Lastly, we will cover the *Watery Planet* unit, which explores the importance of water as a natural resource. We will also cover distribution of water, Earth's water cycle, and how it affects human societies. We are excited to adopt this new curriculum as it is more hands-on and condensed which will allow for greater engagement and deeper understanding of our science standards.

GRADE 6
ANCIENT CIVILIZATION

COURSE DESCRIPTION:

In this class students will explore ancient civilizations from prehistory to Ancient Rome through analyzing geographical features and cultural identities.

COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:

Unit 1: Foundations of History

Unit 2: Rise of Civilization

Unit 3: Ancient Egypt and Kush

Unit 4: Ancient India

Unit 5: Ancient China

Unit 6: Ancient Greece

Unit 7: Ancient Rome

GRADE 7

UNITED STATES HISTORY – EARLY AMERICA TO RECONSTRUCTION

COURSE DESCRIPTION:

The 7th *Grade Social Studies* class will cover nearly 120 years of United States history, looking closely at the first settlers to North America and going all the way to the Reconstruction Era following the Civil War. Important moments that have helped shape our current national landscape such as the colonization of America, the American Revolution, the formation of the U.S. Constitution, the expansion of westward lands, and the Civil War will all be examined and analyzed with great depth in hopes of giving each student a better grasp of our nation's early beginnings.

COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:

- Unit 1 - Foundations in History
- Unit 2 - America Before and After Colonization
- Unit 3 - Revolution in the Colonies
- Unit 4 - Forming a New Nation
- Unit 5 - An Expanding Nation
- Unit 6 - Americans in the Mid-1800s
- Unit 7 - The Union Challenged

GRADE 8
WORLD HISTORY TO 1750

COURSE DESCRIPTION:

Get ready to explore the Medieval World and Beyond!!! As an 8th grade learner, you get to start with the legacy of the Roman Empire, delve into the Empire of Islam, soar through medieval Asia and West Africa, sail over to Mesoamerica, and finish with modern Europe. Students also participate in National History Day, an extensive inquiry research project.

COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:

- Unit 1: Historical and Research Skills/NHD
- Unit 2: Ancient Rome (will be phased out in 2 years)
- Unit 3: Europe During Medieval Times
- Unit 4: The Middle East During Medieval Times
- Unit 5: The Culture and Kingdoms of West Africa
- Unit 6: Imperial China
- Unit 7: Feudal Japan
- Unit 8: Civilizations of the Americas
- Unit 9: The Medieval World 1200-1490
- Unit 10: Europe's Renaissance and Reformation
- Unit 11: Europe Enters the Modern World

GRADE 9
GLOBAL STUDIES

COURSE DESCRIPTION:

This course examines global issues our world is currently facing. The course addresses major geographic, cultural, economic, political, and social problems of the 21st century. Major areas of study include: Where in the World, a study of the Five Themes of Geography; Scarcity: A Story of The Haves and Have Nots, a study of global economics; Power: The Ruler(s) and the Ruled, a study of government, Culture and Conflict, and Collapse: Is Humanity Doomed to Fail, and current global issues. Portfolio artifacts include: a country travel plan and brochure, a Shark Tank presentation, Universal Declaration of Human Rights Report Card, a conflict research project, Current Events project, and summative tests.

COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:

Unit 1: Where in the World?

Unit 2: Scarcity: The Haves and Have Nots

Unit 3: Power: The Ruler(s) and the Ruled

Unit 4: Culture and Conflict

Unit 5: Collapse! Is Humanity Doomed to Fail? -----

...if time/throughout

Unit 6: Extra, Extra! Current Events

GRADE 10
CONTEMPORARY U.S. HISTORY

COURSE DESCRIPTION:

This course examines American History during the 19th and 20th Centuries. The course addresses the major cultural, economic, political, and social trends occurring during the time period. Major areas of study include foundations of American ideals, the economy, immigration, conflict international and domestic. Portfolio artifacts include: American Dream Collage, *Monopoly* Game Response, Government Economic Intervention Response, Genealogy & Migration Map.

COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:

Unit 1: The American Dream - American Principles, Ideals, & Ideology

- *Essential Question:* What is the American dream and is it achievable?
 - History of founding documents (DoI, Preamble, Gettysburg Address, FDR/JFK Inaugural Addresses)

Unit 2: Boom to Bust - The American Economy

- *Essential Question:* Who's responsible for American prosperity?
 - Industrialization, Modernism, Depression, Dust Bowl, Recession

Unit 3: Proud to be an American - Immigration in America

- *Essential Question:* What do we mean when we say "We"?
 - European Immigration/Colonization, Ellis vs. Angel Island, Asians to the West Coast, Red Scare, Japanese-Internment, Central America Migration, Hmong, and refugees/DACA

Unit 4: War and Peace - American Isolationism or Interventionism

- *Essential Question:* When should America intervene and when should we isolate?
 - Progressive Era, Intervention vs. Isolation, Imperialism, Spanish American War, WWI, WWII, Korea, Vietnam, Terror-9/11

Unit 5: A More Perfect Union: Patriotism and Protest - Rights and Responsibilities

- *Essential Question:* Is protest patriotic?
 - Women's Rights, Labor, African-Americans, Tulsa Race Riot, Immigrants, First Nation Peoples, January 6th

GRADE 11

COMPARATIVE GOVERNMENT AND GEOGRAPHICAL ISSUES

COURSE DESCRIPTION:

In Comparative Government and Geographical Issues, students study governmental topics such as the philosophy behind government, the origins of our American Government and various other forms of government found around the world, the differing political ideologies, voter behavior, and foreign policy issues facing today's leaders. In addition, we will discuss both state and local governments and the impact they have on our daily lives. Throughout this class, students will not only learn about key people and events related to government and its role in the world we live in, but they are also challenged to connect their individual lives to the greater society.

COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:

- Unit 1 - Foundations of Government
- Unit 2 - Origins of American Government
- Unit 3 - Political Ideologies
- Unit 4 - Rock the Vote
- Unit 5 - The Legislative Branch
- Unit 6 - The Executive Branch
- Unit 7 - The Judicial Branch
- Unit 8 - State and Local Government
- Unit 9 - U.S. Foreign Policy Around the World

GRADE 11 AND 12
HISTORY THROUGH MEDIA

COURSE DESCRIPTION:

One way to learn about the past is to study films with historical themes. In this course we will examine historical topics by watching, discussing, and writing about films while also learning about context by analyzing other media sources. Our focus will begin with the study of media bias and move to politics, social issues, and conflict. Movies can provide some factual information about a historical figure, event, or time period; they can also distort the past. A major part of the course will be discussion of how media accurately and inaccurately portrays history. Media and film with historical focus also tell us about the times in which they were produced, so for every film we watch we will ask two questions:

1. What can different media outlets tell us about history and the time in which it was created?
2. How does media influence society throughout history?

COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:

Unit 1: Progression of Media

Unit 2: Media Bias

Unit 3: Media and Politics

Unit 4: Media and Social Issues

Unit 5: Conflict

GRADE 11 AND 12
DUAL-CREDIT INTRODUCTION TO PSYCHOLOGY (NTC)

COURSE DESCRIPTION:

This introductory course in psychology is a survey of the multiple aspects of human behavior. It involves a survey of the theoretical foundations of human functioning in such areas as learning, motivation, emotions, personality, deviance and pathology, physiological factors, and social influences. It directs the student to an insightful understanding of the complexities of human relationships in personal, social, and vocational settings.

COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:

- Learning Plan 0 - Introduction to Psychology
- Learning Plan 1 - History and Research
- Learning Plan 2 - Biological Foundations of Behavior
- Learning Plan 3 - Sensation and Perception
- Learning Plan 4 - States of Consciousness
- Learning Plan 5 - Developmental Psychology
- Learning Plan 6 - Motivation
- Learning Plan 7 - Personality
- Learning Plan 8 - Learning
- Learning Plan 9 - Mysteries of the Mind
- Learning Plan 10 - Disorders and Therapy
- Learning Plan 11 - Health Psychology
- Learning Plan 12 - Social Psychology

GRADE 11 AND 12
DUAL-CREDIT INTRODUCTION TO SOCIOLOGY (NTC)

COURSE DESCRIPTION:

Introduces students to the basic concepts of sociology: culture, socialization, social stratification, multiculturalism, and the five institutions, including family, government, economics, religion, and education. Other topics include demography, deviance, technology, environment, social issues, social change, social organization, and workplace issues.

COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:

- Mod. 1 Ch.1 Introduction
- Mod. 2 Ch. 2 Research
- Mod. 3 Ch. 3 Culture
- Mod. 4 Ch. 4 Society
- Mod. 5 Ch. 5 Socialization
- Mod. 6 Ch. 7 Deviance
- Mod. 7 Ch. 8 Media/Technology
- Mod. 8 Ch. 9 Social Stratification
- Mod. 9 Ch. 12 Gender
- Mod. 10 Ch. 14 Marriage
- Mod. 11 Ch. 15 Religion
- Mod. 12 Ch. 16 Education
- Mod. 13 Ch. 18 Work/Economics
- Mod. 14 Ch. 19 Health
- Mod. 15 Ch. 20 Population/Environment
- Mod. 16 Ch. 21 Collectivity

GRADE 12

FINANCIAL PLANNING

COURSE DESCRIPTION:

In Financial Planning, students will learn how individual choices directly influence occupational goals and future earning potential. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence. In order to best achieve financial independence, students must understand real world topics that influence our daily lives such as retirement funds, taxes, smart spending habits, insurance, personal loans, and money management. All these topics, and more, will be discussed in order to help each student become a fiscally responsible adult who can contribute to the stability of our economy. **THIS WILL BE THE MOST PRACTICAL AND USEFUL CLASS YOU TAKE DURING YOUR HIGH SCHOOL CAREER!**

COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:

- Unit 1 – Personal Finance: An Overview
- Unit 2 – Income and Taxes
- Unit 3 – Personal Spending Plan
- Unit 4 – Saving and Investing
- Unit 5 – Retirement
- Unit 6 – Smart Spending Habits
- Unit 7 – Loans
- Unit 8 – Insurance
- Unit 9 – Estate Planning