

MKS Elementary Social Studies Continuum

1

Unit 1					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Unit	My School and Me	Rules, Laws, and being a Good Community Member	Taking Care of My Community	We Are All in this Together!	The Struggle for Land and Water
Critical Areas	Geography, Production, Distribution, Consumption	Conflict, Connections, Government	Conflict, Connections, Government	Time, Continuity, Change, Conflict Connections, Geography	Time, Continuity, Change, Conflict, Connections Geography
Big Idea	Students increase their awareness of places in their lives by more closely examining their physical world of their school and consider how the school itself meets their needs and wants.	Students develop a deeper understanding of the rights and responsibilities of individuals within a group. They will work to grow in their understanding of their own role within the school and family communities.	Students will build their thinking about themselves as a member of a larger community. They will look at the rights and responsibilities of an individual within a community as well as the roles and responsibilities of community leaders	Students will be looking at countries at a national and international level. In order to understand the relationships within and between nations. Students will explore how the past (sometimes a hidden force) plays a role in how countries interact today	Students will examine the idea of civilization through the study of a region of the world by looking at either ancient or modern civilizations that arise. They will examine the key factors of civilization/nation as well as why and when civilizations/nations work with each and against each other. Throughout this unit, students will examine primary source materials as well as secondary sources.
Essential Questions	<ul style="list-style-type: none"> Who are the grownups who make our school a special place? What is a need? What is a want? How does our school building help us learn? 	<ul style="list-style-type: none"> How do we cooperate? How do we deal with conflict? How can I show my school's values? 	<ul style="list-style-type: none"> What does it mean to be a responsible citizen? How do leaders gain power and what responsibilities do they have to their communities? How do societies deal with competing interests? 	<ul style="list-style-type: none"> Why (and how) do groups of people cooperate or find themselves in conflict? Why is knowing about the past important? 	<ul style="list-style-type: none"> Why/how do groups of people cooperate? What are primary and secondary sources? Why would commonalities exist within a region?
Standards	<p>1.2a: Identify stories about past events, people, places or situations.</p> <p>3.2b: Explain the concept of location.</p> <p>6.2d: Describe the impact of families and schools on their lives.</p>	<p>2.2.c: Identify some ways of dealing with disagreements that work better than others.</p> <p>6.2.a: Explain the rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.d: Describe The impact of religious institutions, government agencies, and civic groups on their lives</p>	<p>2.5.a: Describe how wants and needs have implications beyond the self.</p> <p>6.5a: Identify issues involving the rights, roles, and responsibilities of individuals in relation to broader society.</p>	<p>1.5.c: Identify cause and effect relationships in history</p> <p>2.5.c: Explain the major ways groups, societies, and nations interact with one another.</p> <p>3.5.c: Apply concepts such as location, distance, direction, scale, movement, and region</p>	<p>1.5.d: Identify and use primary and secondary sources to examine the past and present.</p> <p>2.5b: Explain varied causes and effects of conflict and cooperation among individuals, groups, societies, and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</p> <p>3.5.h: Define regions by their human and physical characteristics.</p>
Social Studies Practices (assessed through ELA Performance Indicators)	<p>Construct coherent, reasoned arguments and explanations; Take informal action for the common good.</p> <p>W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each, and integrate the information while avoiding plagiarism.</p> <p>LS.4: Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization development, and style are appropriate to task, purpose, and audience.</p>	<p>Communicating Conclusions from Inquiry</p> <p>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LS.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>Communicate Written Conclusions Based on Research</p> <p>W.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.2.b: Develop the topic with facts, definitions, and details.</p> <p>W.2.c: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.2.d: Provide a concluding statement or section.</p>	<p>Evaluate the Credibility of Sources and Relevance of the Information and Communicating Conclusions from Inquiry</p> <p>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Evaluate the Credibility of Sources and Relevance of the Information and Construct Coherent, Reasoned Arguments and Explanations</p> <p>LS.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
Students can (possible activities to support learning)	<ul style="list-style-type: none"> Compare past and present (photographs, toys and games) Gather information about the place or places they have lived since they were born, and create a drawing of a favorite place in their lives Learn vocabulary: history, location. 	<ul style="list-style-type: none"> Brainstorm lists of conflict and cooperation. Illustrate the meaning of each word (conflict/cooperation) Given a short scenario, students can identify if the story is an example of conflict or cooperation. Describe the traits of a good community member 	<ul style="list-style-type: none"> Analyze 'winners and losers' in societies. They should begin by looking at their own communities. Identify different roles in the larger community including leaders and their roles. They will brainstorm special tasks assigned to those leaders. Examine leadership at a school, local, and national level 	<ul style="list-style-type: none"> Brainstorm ways and reasons for interactions between groups and nations.' Examine a series of historical events in the country of their residency did these events increase or decrease immigration. Examine how these events have impacted each other and the relationships between groups and countries. 	<ul style="list-style-type: none"> Look at the regions of the world. They can examine these regions through ancient or modern history. Work with sources to identify primary and secondary works in the simplest terms about the societies that have been chosen for study in the class. Find similarities and differences in the people and geographic characteristics of civilizations within a region of the world. Examine their region of study and civilizations for conflict within and between groups.

MKS Elementary Social Studies Continuum

		<ul style="list-style-type: none"> • Illustrate or act out responsible behavior in a variety of settings through mini-skits.. 	<ul style="list-style-type: none"> • Identify the rights and responsibilities of the individual in different settings. 	<ul style="list-style-type: none"> • Make global interactions throughout history by looking at global patterns between countries over time. 	<ul style="list-style-type: none"> • Examine how the geography of an area contributes to the conflicts and/cooperation between different groups of people.
--	--	--	---	--	---

Unit 2					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Unit	Our School Community	What do I need?	Moving Through History	Who's in Charge?	The Struggle for Power and Belonging
Critical Areas	Geography, Production, Distribution, Consumption	Government and Production, Distribution, and Consumption	Time, Continuity, and Change and Production, Distribution, and Consumption	Government and Production, Distribution, and Consumption	Government
Big Idea	Students will experience conflict and cooperation at home and in school. In this unit, they will explore both concepts to expand their understanding of each one. They will become familiar with the terms authority and leader as well as the reasons and qualities of each in the classroom.	Students will investigate and develop an understanding between their needs and wants as well as how members of a community can work together to address the needs and wants that exist within their community.	Students will use transportation and communication to dive into the idea of change in history. They will look at how advancements in these areas have driven larger changes in the way we live, govern, and interact.	Students will develop an understanding of leadership at a variety of levels. They will examine leadership through a service lens as they look at leaders and the resources of a country. Leaders control and determine the use of a variety of resources within a community. Students will gain an understanding of how a leader's decisions impact day to day life	Students will examine the idea of power by looking at how governments around the world operate in order to meet the needs and wants of their citizens. They will also examine the relationship of the individual to the government by examining the idea of citizenship within a country.
Essential Questions	<ul style="list-style-type: none"> • What is conflict? • Why is cooperation?? • Why do we need to have people help us with cooperation and conflict? 	<ul style="list-style-type: none"> • How do my needs and wants impact my community? • How do I make positive choices for myself and my community? • Who in my community helps to provide for my needs and wants? 	<ul style="list-style-type: none"> • How is the past different from the present? • Why is knowing about the past important? • Where do my favorite products come from and how do they get here? 	<ul style="list-style-type: none"> • What are the different types of resources a nation can have? • Who are our leaders? • How do we use the resources that we have? 	<ul style="list-style-type: none"> • Why and how are governments created, structured, maintained, and changed? • What is power? How is power gained, justified, and used? • What does it mean to be a citizen?
Standards	<p>2.2a: Give examples of conflict and cooperation among individuals and groups.</p> <p>2.2c: Identify that some ways of dealing with disagreements work better than others.</p> <p>6.2b: Identify sources and purpose of authority in various settings</p>	<p>6.2.a: Explain the rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>7.2.e: Explain why people make choices about how to satisfy wants and needs.</p>	<p>1.5.b: Describe changes in society (e.g. political, social, and cultural)</p> <p>7.5c: Describe how changes in transportation and communication have affected trade and economic activities.</p>	<p>6.5.c: Identify community leaders, local and national government officials, and world leaders</p> <p>7.5.a: Describe characteristics, locations, uses, and management of renewable and non-renewable resources.</p> <p>7.5.b: Distinguish among human, natural, and capital resources.</p>	<p>6.5.f: Explain what citizenship is</p> <p>6.5.i Compare and Contrast major political systems</p>
Social Studies Practices (assessed through ELA Performance Indicators)	<p>Develop questions and plan inquiries; Communicate conclusions from an inquiry.</p> <p>LS 4a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>W.8a With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p>	<p>Develop Questions and Plan Inquires and Construct Coherent, Reasoned Arguments and Explanations.</p> <p>W.1 a. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Construct Coherent, Reasoned Arguments and Explanations</p> <p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Communicating Conclusions from Inquiry</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Communicating Conclusions from Inquiry</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p>
Students can (possible activities to support learning)	<ul style="list-style-type: none"> • Solve simple problems within a given time frame. Identify how they were or were not able to solve the 	<ul style="list-style-type: none"> • Sort a variety of activities into needs and wants. 	<ul style="list-style-type: none"> • Discuss how everyday part of life has changed over time for example...how we pay bills or how we send a letter. 	<ul style="list-style-type: none"> • Identify the government structure of their country of residency 	<ul style="list-style-type: none"> • Identify different political systems and the key aspects of each system. • Examine examples of countries around the world and work to apply their

MKS Elementary Social Studies Continuum

	<p>problem. Answers discussed and recorded</p> <ul style="list-style-type: none"> • Discuss why the conflict occurred. Was it settled? How? • Pose the question to class and record: What are some school rules? (i.e. no running in the halls, walk in line.) How do we get the rules? 	<ul style="list-style-type: none"> • Make decisions about spending money, explaining choices and what they have given up as a result. • Examine community roles that help satisfy needs and wants. 	<ul style="list-style-type: none"> • Identify how schools have changed in their country of residence • Describe how home transportation and communication have aided in social changes. 	<ul style="list-style-type: none"> • Examine how the country of their residency meets the needs of their citizens and residents. • Examine systems by which countries make money including control of industry and taxation. • Reflect at the struggles of low wage earners within their countries. 	<p>knowledge to identify their system of power.</p> <ul style="list-style-type: none"> • Learn about how they confer citizenship and who is eligible
--	---	--	---	--	---

Unit 3

Unit 3					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Unit	Kids and Places	Where and When in the World?	People and Things on the Move	Resources and Industrialization	The Impact of Global Trade
Critical Areas	Time, Continuity and Change; Geography	Time, Continuity, and Change and Geography	Geography and Production, Distribution, and Consumption	Government and Production, Distribution, and Consumption	Production, Distribution, and Consumption
Big Idea	Students will continue their exploration of history as a story and will investigate the relationship between story and place.	Students will investigate how where we have lived impacts how we live throughout history. Schools should work with local maps and images where ever possible.	Students will develop a greater understanding of how our ability to move and communicate has changed our societies. They will look at human migration both from rural to urban as well as to other countries around the world.	Students will study how governments use their resources to meet the needs of their countries. In studying this, students will identify winners and losers in each of the choices that are made including the environment and relationships between countries.	Students will examine the large idea of global trade. In order to bring this larger topic into view, students should look at a select number of materials that interest the kids. While looking at the trade patterns of these materials students should examine how trade can result in global conflict and cooperation as well as the benefits and harms that are the result of trade.
Essential Questions	<ul style="list-style-type: none"> • What was life like for children in the past? • How do we learn about life in the past? • How do landforms influence people's lives? 	<ul style="list-style-type: none"> • What are the symbols found on a map and what do they tell us? • What is the impact of where and when we live on how we live? 	<ul style="list-style-type: none"> • Why do people move? • What are push and pull factors for migration? 	<ul style="list-style-type: none"> • How does government affect people's lives? • How do competing interests influence how power is distributed? 	<ul style="list-style-type: none"> • What kinds of products are made locally? • What kinds are made in other places? • How does trade work?
Standards	<p>1.2b: Differentiate between people, places, and events in the past, present, and future.</p> <p>3.2d: Locate and distinguish between landforms</p>	<p>1.2.c: Relate stories about past events, people, places, or situations to help our understanding of the past and present.</p> <p>3.2.c.": Use maps and graphs, tables, and diagrams to read and display geographic information.</p> <p>3.2.e.: Describe the influence of landforms and geographic features on the human population and cultures.</p>	<p>3.5 e: Describe factors that influence the locations of human populations and human migrations.</p> <p>7.5.f: Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.</p> <p>3.5b: Apply appropriate resources and geographic tools to generate and interpret information about the earth.</p>	<p>6.5.b: Describe how political institutions meet the needs and the wants of individuals and society</p> <p>7.5.d: Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.</p>	<p>7.5.e: Describe how trade affects the way people earn their living in regions of the world.</p> <p>7.5.g: Describe primary causes of world trade</p>
Social Studies Practices (assessed through ELA Performance Indicators)	<p>Communicate conclusions from an inquiry</p> <p>W.3a: Students will write narratives in which they recount two or more appropriately sequenced events, include</p>	<p>Evaluate the Credibility of Sources and Relevance of the Information</p> <p>RI.7.a.: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Construct Coherent, Reasoned Arguments and Explanations</p> <p>W.3.a: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>Construct Coherent, Reasoned Arguments and Explanations and Taking Informed Action</p> <p>W.1: Write arguments to support claims in an analysis of substantive topics or</p>	<p>Evaluate the Credibility of Sources and Relevance of the Information and Communicating Conclusions from Inquiry</p> <p>RI.1: Read closely to determine what the text says explicitly and to make logical inferences</p>

MKS Elementary Social Studies Continuum

	<p>some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>LS.5a: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>		<p>W.3.b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.c: Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p> <p>LS.4.a: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace</p>	<p>texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>Students can <i>(possible activities to support learning)</i></p>	<ul style="list-style-type: none"> • Construct a personal timeline that highlights past and present events in their life, i.e. their birth, a significant move, a sibling’s birth. • Brainstorm a series of questions about life in the past. • Interview adults to gather information about their lives as children, including landforms where they lived, mountain, sea side, etc. • List the main points they learned from the interviews. • Investigate the importance of the major landform where they live. 	<ul style="list-style-type: none"> • Locate major landforms on a variety of map types • Identify characteristics of homes and national dress relating them to the geography in which they appear. • Use images to determine changes over time 	<ul style="list-style-type: none"> • Examine how life has changed throughout history by investigating how everyday processes have changed including how we grow food, how we are educated and how we shop for things that we need and want. • Read and share stories of migration. • Create a list of reasons why people move through reading and talking with others. • Use maps to track the movement of people. 	<ul style="list-style-type: none"> • Build on unit by looking at the movement of people to look at the movement of goods. • Sort through resources to determine their nature (renewable, etc). • Examine their host country or region to find areas that have different resource needs and wants. • Identify how countries work to satisfy the needs of their citizens through industrial production. 	<ul style="list-style-type: none"> • Investigate how countries gain access to resources that don’t exist in their region or in the needed qualities. • Investigate what is traded around the world. • Track the trade-in and out of an individual country. • Examine issues related to trade including labor and environmental issues.