***Subject Philosophy for Social Studies***

 **Social Studies is included in the curriculum of St. John’s Lutheran School because Social Studies is the interaction between God, His people, and His created world. The study of Social Studies helps young people develop the knowledge and skills necessary to make informed and reasoned decisions as citizens or our nation. Without this foundation, students cannot develop the attitudes nor acquire the knowledge and skills necessary to participate in any society and understand an increasingly complex world. Students will use these interactions to explore the disciplines of history, geography, economics, political science and citizenship, psychology, and sociology. Using these disciplines, students will make connections to the past, the present, and the future and acknowledge their role as global, Christian citizens.**

**Exit goals**

**Social Studies: Students will**

1. **Identify physical features, read maps, and discuss the influence of the environment on a culture.**
2. **Acknowledge that the past affects the present and the future.**
3. **Identify basic human needs and see the relationship between cause and effect of human interactions.**
4. **Acknowledge responsibility as Christian Americans to be informed of our heritage and appreciate and participate in American institutions and its democratic process.**
5. **Discern fact from opinion to make valid choices as social issues are read and discussed from a Christian perspective.**
6. **Compare and contrast different types of government and economic systems.**

**Grade Level Measureable Objectives**

**Kindergarten**

Students in Kindergarten will by the end of Kindergarten show, demonstrate, and understand:

A.1 Calendar time by days, weeks, month, and years.

A.2 Vocabulary usage related to time and chronology, including before, after, next, first, and last.

B.1 The significance of various celebrations.

 C.1 Their responsibility in the classroom.

 C.2 Appropriate actions in new and different situations.

C.3 Appropriate ways of dealing with conflict and seek common good in classroom decisions.

 D.1 Their ability to identify the flags of the United States.

 E.1 Their ability to compromise.

 F.1 The difference between needs and wants.

F.2 The ability to identify and describe the human characteristics of places such as types of houses and ways of earning a living.

**Grade 1**

 Students will at 85% efficiency by the end of Grade One be able to:

 A.1 Follow vocabulary to tell time, chronology, and location.

 A.2 Identify information on maps and globes.

 A.3 Compare maps, globes, and time lines.

 B.1 Understand the history and events of our country, flag, and holidays.

 B.2 Understand wise use of the environment.

C.1 Understand the role of family, community, and how to work through rules and conflict with others.

D.1 Understand the differences in cultures, customs, and traditions.

E.1 Understand a need for rules, government, and community leaders.

F.1 Identify the basic human needs of food, clothing, shelter, and how to meet those needs and wants.

F.2 Have a basic understanding of economics in buying, spending, and donating.

**Grade 2**

 Students will at 85% efficiency by the end of Grade Two be able to:

 A.1 Use different maps, globes, and timelines to find information.

 B.1 Identify ordinary people who exemplify good citizenship.

 B.2 Compare past and present transportation changes.

 B.3 Give examples to show how technology changes our community.

 C.1 Demonstrate their responsibility in the classroom and its impact on others.

C.2 Identify and explain the individual responsibilities to family, peers, and community including the need for civility and respect for diversity.

C.3 Describe how families are alike and different comparing characteristics such as size, hobbies, celebrations, and where families live.

D.1 Describe how voting contributes to the well-being of our community and duty as a Christian.

E.1 Understand the existence of more than one point of view.

F.1 Understand differences between rural, urban, and suburban life.

**Grade 3**

 Students will at 85% efficiency by the end of Grade Three be able to:

A.1 Understand the use of symbols on a map.

A. 2 Identify a globe as a model of the earth and understand that land areas can be divided into entities such as cities, states, and countries.

B.1 Describe how individuals, events, and ideas have changed communities over time.

B.2 Recognize the causes and effects of a community’s development and growth.

C.1 Identify reasons people have formed communities, including a need for security, laws, and material well-being.

C.2 Identify various governmental services in the community.

D.1 Show growth in the ability to discuss appropriate ways of dealing with conflict according to God’s Word.

E.2 Show growth in the ability to use evidence to support an idea or position based on the Holy Scriptures.

F. 1 Identify ways of earning, spending, and saving money.

F.2 Distinguish between producing and consuming.

**Grade 4**

 Students will at 85% efficiency by the end of Grade Four be able to:

A.1 Draw maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.

A.2 Identify reasons why and ways people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs.

B.1 Explain the effects of technological and scientific innovations such as the steamboat and cotton gin.

B.2 Detail how transportation played a role in regional developments.

C.1 Identify connections between the local community and other places in Wisconsin and the United States.

C.2 Identify leaders in state and local governments, including the governor and selected members of the legislature.

D.1 Show growth in the ability to understand the existence of Christian and non-Christian point of view for an issue.

E.1 Show growth in the ability to explain how Christian values and beliefs affect decisions.

F.1 Identify economic differences among different regions of the United States.

F.2 Describe different types of industry and occupations in the state and region.

**Grade 5**

 Students will at 85% efficiency by the end of Grade Five be able to:

A.1 Locate places and regions of importance in the United States from the early colonial settlements to the present.

A.2 Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States from early colonial settlements to the present.

B.1 Explain the historical significance of places during specific periods of our nation’s history.

B.2 Describe the role of international organizations such as military alliances and trade associations in the development of the United States.

C.1 Describe how conditions contribute to both conflict and cooperation between cultures in the growth of communities in our nation’s history.

C.2 Identify documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.

D.1 Describe how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused.

E.1 Show growth in identifying the elements of a Scriptural Christian or non-Christian frame of reference that influenced participants in an event.

F.1 Explain how the cost of production and selling price affects profits.

F.2 Explain how supply and demand affects consumers in the United States.

**Grades 6, 7, 8**

**World History**

Students studying the subject of World History will at 85% efficiency by the end of the school year be able to:

A.1 Locate major historical and contemporary societies on maps and globes and explain their significance in world history.

A.2 Obtain and interpret information, including historical and geographic data using a variety of sources.

A.3 Identify and explain how geographic factors have influenced the location of economic activities, industrialization, and urbanization in the world.

B.1 Analyze past examples of conflict, cooperation and interdependence among groups, societies, or nations.

B.2 Describe how individuals, events, and ideas have affected conflict, cooperation, and independence in cultures and societies in the past.

C.1 Analyze the effects of immigration, migration, and limited resources on the development and growth of various world nations.

C.2 Identify and compare how nations of the past met the basic needs of their citizens and what social, economic, and governmental systems were established.

D.1 From a Christ-centered worldview, describe the role of religion in the development of nations and cultures.

D.2 Identify examples of nonprofit and/or civic organization such as Lutheran World Relief and explain how they serve the common good.

E.1 Identify points of view of the historical content surrounding an event and the frame of reference which influenced the participants.

E.2 Identify alternative ways of organizing governments such as rule by one, few, or many.

F.1 Explain how values and beliefs affect governmental and economic decisions.

**Geography**

Students studying the subject of Geography will at 85% efficiency by the end of the school year be able to:

A.1 Identify how physical characteristics and the environment affect population and economic activities in the world.

 A.2 Construct maps of selected countries representing location, size, and shape.

A.3 Identify and explain the geographic factors responsible for the location of economic activities in places and regions of the world.

B.1 Analyze the historical background of selected societies to evaluate relationships between past and current conditions.

C.1 Describe the consequences of human modification of the physical environment in various nations and cultures of the past.

C.2 Explain the impact of abundance and/or lack or resources on relationships within and among countries and regions in our world.

C.3 Demonstrate benefits of diversity and the necessity of cohesion within a culture.

D.2 From a Christ-centered perspective the students will compare and contrast the different religions of the world.

E.1 Form and support opinions about world issues and locations by finding and using reliable sources.

F.1 Identify economic differences among different regions of the world.

**United States History**

Students studying the subject of United States History will at 85% efficiency by the end of the school year be able to:

 A.1 Name and locate all 50 United States along with major geographic features.

A.2 Read a United States map to determine travel distances, regional locations, and proximity to major geographical features.

B.1 Explain how the location of resources currently impacts population and anticipate future issues.

B.2 Identify current resource areas in the United States and how resources are collected, preserved, as well as their removal effects on the environment.

B.3 Explain the effects of immigration patterns on current and future development of United States regions and urban areas.

 B.4 Identify the lasting effects of slavery on United States culture today.

B.5 Understand how current cultural tensions affect daily life in major United States cities.

 C.1 Explain the rights and responsibilities of United States citizens.

 C.2 Explain the impact of industrialization on the development of the United States.

 C.3 Identify contributions of various cultural groups in United States history.

C.4 Describe the effects of electronic technology such as the internet on United States culture and human relationships.

C.5 Identify cultural and economic connections between and among United States cities and regions.

 D.1 Explain and evaluate the general content of the major foundational documents.

 E.1 Explain why a free enterprise system of economics developed in the new nation.

 E.2 Evaluate the perspective/value of internet and historical sources.

 F.1 Explain the United States free enterprise and economic system.