Sanborn Regional School District

SAU #17

Kingston and Newton New Hampshire

Social Studies Curriculum

3-5

Sanborn Regional School District Social Studies Curriculum

Vital Themes for the Study of History

Note: These vital themes are quoted in full from pages 10 and 11 of the Bradley Commission report Building a History Curriculum: Guidelines for Teaching History in Schools (Washington, DC: Educational Excellence Network, 1988).

The Bradley Commission on History in Schools has identified the following themes in the search for historical understanding of ourselves and others. Together with the proficiency standards, they support curriculum planners in the organization and design of programs of study. Teachers and students should employ these themes to interpret and comprehend the forces for change and continuity that have shaped, and will continue to shape, the history of the United States, Western civilization, and the world.

Civilization, cultural diffusion, and innovation. The evolution of human skills and the means of exerting power over nature and people. The rise, interaction, and decline of successive centers of such skills and power. The cultural flowering of major civilizations in the arts, literature, and thought. The role of social, religious, and political patronage of the arts and learning. The importance of the city in different eras and places.

Human interaction with the environment. The relationships among geography, technology, and culture, and their effects on economic, social, and political developments. The choices made possible by climate, resources, and location, and the effect of culture and human values on such choices. The gains and losses of technological change. The central role of agriculture. The effect of disease, and disease-fighting, on plants, animals, and human beings.

Values, beliefs, political ideas, and institutions. The origins and spread of influential religions and ideologies. The evolution of political and social institutions, at various stages of industrial and commercial development. The interplay among ideas, material conditions, moral values, and leadership, especially in the evolution of democratic societies. The tensions between the aspirations for freedom and security, for liberty and equality, for distinction and commonality, in human affairs.

Conflict and cooperation. The many and various causes of war, and of approaches to peacemaking and war prevention. Relations between domestic affairs and ways of dealing with the outside world. Contrasts between international conflict and cooperation, between isolation and interdependence. The consequences of war and peace for societies and their cultures.

Comparative history of major developments. The characteristics of revolutionary, reactionary, and reform periods across time and place. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and centralization, human successes and failures, of wisdom and folly. Comparative elites and aristocracies; the role of family, wealth, and merit.

Patterns of social and political interaction. The changing patterns of class, ethnic, racial, and gender structures and relations. Immigration, migration, and social mobility. The effects of schooling. The new prominence of women, minorities, and the common people in the study of history, and their relation to political power and influential elites. The characteristics of multicultural societies; forces for unity and disunity.

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Five Themes of Geography

* ***Location***	* ***Place***	****Human Environment/ Interaction***	* ***Movement***	* ***Region***
– includes both absolute and relative. Absolute location: expressed in terms of the latitude and longitude identifies a place's exact location on the earth. Relative location: describes where a place is in relation to other places.	-Particular city, village, or area with distinctive physical and human characteristics that distinguishes it from other places.	– How people change their surroundings like clearing land to make farms; and how people adapt to their environment like building homes with insulation and central heating in cold climates.	-the moving of people, ideas, information, and products around the world.	– an area with one or more common characteristics or features, which gives it a measure of homogeneity and makes it different from surrounding areas.

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Essential Skills for Social Studies

The social studies incorporate skills drawn from the vocabulary and structure of its disciplines and foster critical thinking and decision making. These skills include:

- Differentiating past, present and future and change over time
- Detecting cause and effect, distinguishing fact from opinion, recognizing biases
- Evaluating and critiquing varied sources of information and the use of appropriate primary and secondary sources and technology to acquire information
- Creating and testing generalizations and theses
- Expressing clearly and concisely personal opinion supported by evidence
- Calculating effects of decisions and decision making
- Solving Individual and group problems

To fully participate in critical thinking and to practice the above skills, students must be able to draw upon the full array of past and present experience including information from world, national, and local issues.

Skill 2.1 - Acquiring information	Skill 2.2 - Organizing and Using Information Skill	2.3 - Interpersonal Relationships and Social Participation of Informed Citizens

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Grades 1-5 Independent Investigation Method (Research)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

Grades 6-10 Big Six Model (Research)

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
		• Greek Gods • Mississippi River Quest • Native Americans • American Revolution • Historical Essay (Point of View of a Colonist) • Alternative Energy Sources • Music Critique	• Traditional Research Paper • Research Essay	• Letters from the trunk

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Grade 3

Essential Questions	Topics	Key Concepts

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Grade 3

Academic Expectations	Instructional Strategies	Assessments

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Grade 4

Essential Questions	Topics	Key Concepts

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Grade 4

Academic Expectations	Instructional Strategies	Assessments

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Grade 5

Essential Questions	Topics	Key Concepts

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Grade 5

Academic Expectations	Instructional Strategies	Assessments

Sanborn Regional School District
Social Studies Benchmarks and Common Assessment Schedule

Assessment	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
State of New Hampshire GLE/GSE				**October-NECAP** Math and Reading	**October-NECAP** Math, Writing and Reading **MAY-NECAP** Science	**October-NECAP** Math, Writing and Reading
Sanborn Regional School District Standards			**December-January May-June NWEA– MAP** Reading, Math, Language Arts	**December-January May-June NWEA– MAP** Reading, Math, Language Arts	**December-January May-June NWEA– MAP** Reading, Math, Language Arts	**December-January May-June NWEA– MAP** Reading, Math, Language Arts
Sanborn Regional School District Writing Classroom Assessment Across Disciplines	**Sept.-Reading Nov.-Math Jan.-Science May-Social Studies Writing Prompt** Constructed Response	**Sept.-Math Nov.-Science Jan.-Social Studies May-Reading Writing Prompt** Constructed Response	**Sept.-Science Nov.-Social Studies Jan.-Reading May-Math Writing Prompt** Constructed Response	**Sept.-Reading Nov.-Math Jan.-Reading May-Math Writing Prompt** Constructed Response	**Sept.-Reading Nov.-Math Jan.-Reading May-Math Writing Prompt** Constructed Response	**Sept.-Reading Nov.-Math Jan.-Reading May-Math Writing Prompt** Constructed Response
Unit Assessments						
Projects						
Research						
Essays						