

IPSWICH PUBLIC SCHOOLS

# Social Studies

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## Curriculum Document

**Social Studies Subject Area Committee (SAC)**

**2011**

# Kindergarten

## Living, Learning, and Working Together

**Overview:** Learning in history and social science is built on children's experiences in their families, school, community, state, and country. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also become familiar with our national symbols. The purpose is to begin the development of their civic identity.

### Civics

- School community membership
  - Classroom rules
  - Classroom responsibilities

### History

- Living, learning and working now and long ago
- Stories from near and far (local, national and abroad)

# Grade One

## True Stories and Folk Tales from America and from Around the World

**Overview:** Children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America and its national holidays. They learn why they are important to Americans, as the children's identity as American citizens is strengthened.

### Geography

- Maps
  - Places on a map or globe
    - North and South Pole
    - Equator
    - Continents and oceans
    - Mountains, rivers, and lakes
- Washington, D.C., - the capital of the United States of America
  - Boston - the capital of Massachusetts.

### Civics

- Politeness, achievement, courage, honesty and reliability
- The current President of the United States
  - Describe what presidents do
  - Explain that they get their authority from a vote by the people.
- American national symbols
- The Pledge of Allegiance
  - National songs such as *America the Beautiful*, *My Country, 'tis of Thee*, *God Bless America*, and *The Star Spangled Banner*

### Economics

- Products that people buy and use; services that people do for each other
- Choices people have to make about the goods and services they buy

### History

- Time and calendars
- Individuals, families and communities now and long ago
  - Folktales, legends, and stories (e.g., Johnny Appleseed, Davy Crockett and Annie Oakley)
  - Famous Americans
- Holidays
  - American religious, community, and family celebrations

# Grade Two

## E Pluribus Unum: From Many, One

**Overview:** World and United States history, geography, economics, and government are learned by studying more about who Americans are and where they came from. Students' family histories are explored and distinctive achievements, customs, events, places, or landmarks from long ago and from around the world are considered. The chief purpose is to help students understand that American citizenship embraces all kinds of people, regardless of race, ethnicity, gender, religion, and national origin.

### History

- Calendar: days, weeks, months, years and seasons
- Vocabulary
  - Time
  - Changing historical periods
  - Cause and effect
- Historical timelines
  - Student's lives or the history of countries
- Research (with the help of family members and the school librarian)
  - Ancestral traditions
  - Traditions or customs from other countries that can be found in America today
  - Well-known ancestral sites, events, or landmarks

### Geography

- Maps and globes
  - Continents
  - Boundaries of the United States, Canada, and Mexico
  - Locate oceans
  - Locate major rivers
  - Locate major mountains or mountain ranges
  - Compare and contrast continents and countries
  - Continents, regions, or countries from which students came

### Civics

- Rights and responsibilities that students as citizens have in the school (e.g., the right to vote, responsibility to follow school rules)
- Fictional characters or real people who were good leaders and good citizens
  - Qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage)

### Economics

- People in the school and community who are both producers and consumers
- Buyers and sellers - goods and services

# Grade 3

## Massachusetts and its Cities and Towns: Geography and History

**Overview:** Drawing on information from local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history.

### Geography

- Map Skills-Locate major states, cities, towns of New England
- Historic buildings, monuments, and sites in Ipswich
- Geographic features of Ipswich

### History

- Colonial America
  - Wampanoag-culture and leaders
  - Pilgrims
  - Puritans and Pilgrims
- The American Revolution: Creating a New Nation
  - Events leading up to the American Revolution
  - Biography of a person from Massachusetts

### Government

- Mayflower Compact
- Declaration of Independence, Constitution, and Bill of Rights
  - Meaning of the flag
- Local Government

### Ipswich History and Economics

- Founding
- Goods and services
- Artifacts and local Historical Society and museums

# Grade Four

## North American Geography

**Overview:** Students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico, Canada and Central America and the Caribbean Islands. Students also study major pre-Columbian civilizations in the New World; the 15<sup>th</sup> and 16<sup>th</sup> century European explorations in North America in particular.

### Geography

- Map vocabulary and skills
  - Scale, legends and titles
  - Continents
  - Location of the poles, equator, prime meridian, and the four hemispheres
  - Landforms
  - Political and physical maps
  - Latitude and longitude
  - Compare contemporary and historic maps
- North America
  - United States
    - Physical, political and cultural characteristics
  - Canada
    - Physical, political and cultural characteristics
  - Mexico
    - Physical, political and cultural characteristics
  - Central America
    - Physical, political and cultural characteristics

### History

- Pre-Columbian civilizations
  - Maya and Aztec
- Explorers
  - Vikings
  - Marco Polo
  - Columbus and European explorers of North America
    - Major European countries that influenced different regions of the present United States
- Contact Period
  - The relationship between explorers and indigenous peoples
  - The decline of native cultures
  - The expansion of European interest in North America

## Grade 5

# United States History, Geography, Economics and Government: Colonial Period to Westward Movement

**Overview:** Students explore the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original 13 colonies and the formation of a national government under the U.S. Constitution. Studies continue into ideas and events leading to Westward Expansion. The purpose is to give students their first concentrated study of the formative years of U.S. history.

### Geography

- Maps and Globes
  - Latitude and longitude
  - Compare modern and historic maps of the world
  - Distinguish between political and topographical maps.

### History

#### Settlements, Colonies, and Emerging American Identity (1600 to 1763)

- Early English settlements
- 13 Colonies

#### The American Revolution: Creating a New Nation (1750 to 1815)

- Key Events leading up to the American Revolution
- Revolutionary War
- Louisiana Purchase
- Lewis and Clark
- Expansion and Manifest Destiny
- War of 1812

### Economics

- Regional differences
- Maritime Commerce
- Slavery
- China Trade
- Whaling

### Civics and Government

- Colonial Governments
- Key ideas in Declaration of Independence
- The Confederation

Social Studies

- Responsibilities of government at federal, state and local level
- Branches of government
- Principles of American Democracy
  - Constitution
  - Bill of Rights
- Individual rights and responsibilities

# Grade 6: World Geography

**Overview:** Sixth graders systematically study the world outside of the United States and North America by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. Students systematically learn geography around the world continent by continent, similar to the way in which atlases are organized. They also learn about each continent in an order that reflects, first, the early development of the river valley civilizations and then the later development of maritime civilizations in the Mediterranean area and in Northern and Western Europe. In so doing, students are better prepared for the study of early civilizations around the Mediterranean area in grade 7.

Throughout the World Geography curriculum, students will be studying the following regions:

- *Africa*
- *Western Asia (The Middle East)*
- *Central and South Asia*
- *Southeast Asia and Oceania*
- *North and East Asia*
- *Europe*

## **Geography:**

- On a map of the world, locate major oceans, seas, rivers, mountains, and deserts (if applicable)
- Use a map key to locate the countries and major cities in the various regions

## **Economics:**

- Explain how the following five factors have influenced settlement and the economies of major Eastern Hemisphere countries:
  - absolute and relative locations
  - climate
  - major physical characteristics
  - major natural resources
  - population size

## **History:**

- Identify when Eastern Hemisphere countries became independent countries/nations and describe how independence was achieved

# Grade 7:

## Ancient and Classical Civilizations in the Mediterranean to the fall of the Roman Empire: Ideas that Shaped History

**Overview:** Seventh graders study the origins of human beings in Africa and the ancient and classical civilizations that flourished in the Mediterranean area. They study the religions, governments, trade, philosophies, and art of these civilizations, as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history.

Throughout the Ancient and Classical Civilizations curriculum, students will be learning about the following topics:

- *Human Origins in Africa through the Neolithic Age*
- *Mesopotamia: Site of Several Ancient River Civilizations, c. 3500-1200 BC*
- *Egypt: An Ancient River Civilization, c. 3000-1200 BC*
- *The Roots of Western Civilization: Ancient Greece, c. 800-300 BC*
- *The Roots of Western Civilization: Ancient Rome, c. 500 BC-500 AD*

### Geography:

- Earth's Formation and the development of human life
- Map Skills for the following civilizations and physical features:
  - Fertile Crescent, Tigris and Euphrates Rivers
  - Mesopotamia
  - Sumer
  - Egypt and the Nile River
  - Greece and the Mediterranean area
  - Rome and the Mediterranean area

### History:

- Characteristics of Hunter-gatherer societies
- The Beginnings of Civilization
- Babylonia (Hammurabi), Assyria, and New Babylonia (Nebuchadnezzar) Empires
- Egypt's Dynasties and Rulers
- Persian War
- Peloponnesian Wars
- Alexander the Great/Colonization
- Punic Wars
- Rise and Fall of the Roman Empire/Colonization

### Government/Civic:

- Hammurabi's Code
- Egyptian Pharaoh's and "Absolute Power"

- Government Structure and the start of Democracy
- Rise and Fall of the Republic

**Economy:**

- Trade Economy throughout all Ancient and Classical civilizations.

## Grade 8

### World History I

## The World From The Fall Of Rome Through The Enlightenment

**OVERVIEW:** In World History I, students study the history of the major empires and political entities that emerged after the fall of the Roman Empire, including the Byzantine Empire, the Ottoman Empire, the Moghul Empire, the Chinese dynasties, and the major pre-Columbian civilizations that existed in Central and South America. Students also examine the important political, economic, and religious developments of this period, including the development of democratic, scientific, and secular thought in Europe.

Throughout the World History I curriculum, students will be studying about the following topics:

- *The Emergence and Expansion of Islam to 1500*
- *The Medieval Period in Europe to 1500*
- *The Encounters Between Christianity and Islam to 1500*
- *The Origins of European Western Expansion and the Civilizations of Central and South America*
- *Renaissance and the Reformation in Europe*
- *Scientific Revolution and the Enlightenment in Europe*

### **Geography:**

- Location – impact of location on the major time periods
- Place – the human and physical characteristics of Europe and Asia
- Human-Environment Interactions – how Europeans and Asians have adapted, modified, and depended on the environment
- Movement – how Europeans and Asians have moved people, goods, and ideas over time and space
- Regions – the formal and functional role of regions

### **History:**

- Early Islamic Empires
- Causes of the Medieval Period
- Crusades
- Age of Exploration: Motives of the Spanish, English and French
- Portuguese explorers
- Inca/Aztec Civilizations
- Compare Medieval to Renaissance time period

### **History: (continued)**

- Rise of the Middle Class
- Causes of the Renaissance and its origins in Italy

Social Studies

- Da Vinci/Art differences in art forms
- Martin Luther/Catholic Church
- Protestant Church
- French Revolution/Absolute Monarchs
- Agricultural Revolution
- Technology's impact on society today = printing press to the internet
- Study of scholars/philosophers discussing all major concepts

### **Government/Civics:**

- Feudalism – what it is and how it works
- Organization of Society

### **Economy:**

- Trade Economy from the Fall of Rome through the Enlightenment

# US History I: Beginnings to Reconstruction

**Overview:** In U.S. History I, students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. Students study the basic framework of American democracy and the basic concepts of America government, as well as America's westward expansion, the establishment of political parties, economic and social change, sectional conflict, the Civil War, and Reconstruction. Throughout the course, not only will important historical concepts of the time period be studied, but also the important economic, geographic, and government/civic concepts of the period.

## **History:**

- The War for Independence (1765-1783)
- Shaping a New Nation (1781-1788)
- The Living Constitution
- Launching the New Nation (1789-1816)
- Balancing Nationalism and Sectionalism (1815-1840)
- Reforming American Society (1820-1850)
- Expanding Markets and Moving West (1825-1847)
- The Union in Peril (1850-1861)
- The Civil War (1861-1865)
- Reconstruction and its Effects (1865-1877)

## **Economic:**

- Trade – between individuals, groups, organizations, and countries
- Specialization – specialization of individuals, regions, and the United States
- Markets and Prices – the interaction between sellers and buyers (local, regional, national, and international)
- Institutions – development and role of banks, labor unions, markets, and non-profit organizations
- Economic Growth – the change in infrastructure, equipment, techniques, and training/education
- Government – the change and impact of the fiscal and monetary policies of local, regional, and national government organizations

## **Government/Civic:**

- The impact of Congress on the development of the United States
- The impact of the Presidency on the development of the United States
- The impact of the Supreme Court on the development of the United States
- The changing role of local, regional, national, and transnational governments and governmental organizations in US History
- The role of political parties and interest groups on the development of the United States
- The causes and effects of changing participation of citizens in government

## **Geographic:**

Social Studies

- Location – impact of location on the development of the United States
- Place – the human and physical characteristics of the United States over time
- Human-Environmental Interactions – how Americans have adapted, modified, and depend on the environment
- Movement – how Americans have moved people, goods, and ideas over time and space
- Regions – the formal and functional role of regions

# US History II: Reconstruction to the Present

**Overview:** Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America.

Throughout the course, not only will important historical concepts of the time period be studied, but also the important economic, geographic, and government/civic concepts of the period.

## **History:**

- Reconstruction and its Effects (1865-1877)
- Changes on the Western Frontier (1877-1900)
- A New Industrial Age (1877-1900)
- Immigrants and Urbanization (1877-1914)
- Life at the Turn of the 20<sup>th</sup> Century (1877-1917)
- The Progressive Era (1890-1920)
- American Claims an Empire (1890-1920)
- The First World War (1914-1920)
- The Roaring Twenties (1919-1929)
- The Great Depression and the New Deal (1929-1940)
- World War Two (1931-1945)
- The Cold War and the Postwar Boom (1945-1960)
- The New Frontier, the Great Society, and Civil Rights (1954-1968)
- The Vietnam War and Social Change (1954-1975)
- The Conservative Tide (1980-1992)
- The United States and Today's World (1992-present)

## **Economic:**

- Trade – between individuals, groups, organizations, and countries
- Specialization – specialization of individuals, regions, and the United States
- Markets and Prices – the interaction between sellers and buyers (local, regional, national, and international)
- Institutions – development and role of banks, labor unions, markets, and non-profit organizations
- Economic Growth – the change in infrastructure, equipment, techniques, and training/education
- Government – the change and impact of the fiscal and monetary policies of local, regional, and national government organizations

Social Studies

**Government/Civic:**

- The impact of Congress on the development of the United States
- The impact of the Presidency on the development of the United States
- The impact of the Supreme Court on the development of the United States
- The changing role of local, regional, national, and transnational governments and governmental organizations in US History
- The role of political parties and interest groups on the development of the United States
- The causes and effects of changing participation of citizens in government

**Geographic:**

- Location – impact of location on the development of the United States
- Place – the human and physical characteristics of the United States over time
- Human-Environmental Interactions – how Americans have adapted, modified, and depend on the environment
- Movement – how Americans have moved people, goods, and ideas over time and space
- Regions – the formal and functional role of regions

# American Government

**Overview:** This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.

Throughout the course, not only will the structure and function of the American Government be studied, but also the important economic, geographic, and historical concepts of the American Government.

## **History:**

- The origins of American Government
- The origins of the Constitution
- The rise and role of political parties
- The rise and role of labor unions
- The rise and role of interest groups
- The change of civil liberties over time
- The change of civil rights over time

## **Economic:**

- Trade – between individuals, groups, organizations, and countries
- Specialization – specialization of individuals, regions, and the United States
- Markets and Prices – the interaction between sellers and buyers (local, regional, national, and international)
- Institutions – development and role of banks, labor unions, markets, and non-profit organizations
- Economic Growth – the change in infrastructure, equipment, techniques, and training/education
- Government – the change and impact of the fiscal and monetary policies of local, regional, and national government organizations

## **Government/Civic:**

- The Principles of Government
- The Origins of American Government
- The Constitution
- Federalism
- Political Parties and Interest Groups
- The Electoral Process
- The Congress
- The Presidency
- The Judicial System
- Financing Government the National Government
- Civil Liberties
- Civil Rights

Social Studies

- State Governments and Financing Local Governments
- Local Governments and Financing Local Governments

**Geographic:**

- Location – impact of location on the development and change of localities, regions, and the United States
- Place – the human and physical characteristics of localities, regions, and the United States
- Human-Environmental Interactions – how humans have adapted, modified, and depend on the environment and the role governments play on those interactions
- Movement – how people, goods, and ideas have moved over time and space
- Regions – the formal and functional role of regions

# Modern World History: Rise of the Nation-State to the Present

**Overview:** Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19<sup>th</sup> century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

Throughout the course, not only will important historical concepts of the time period be studied, but also the important economic, geographic, and government/civic concepts of the period.

## **History:**

- The French Revolution and Napoleon (1789-1815)
- Nationalist Revolutions Sweep the West – Italy and Germany (1789-1900)
- The Industrial Revolution (1750-1900)
- Age of Democracy and Progress (1815-1914)
- Age of Imperialism (1850-1914)
- Transformations Around the Globe (1800-1914)
- The Great War (1914-1918)
- Russian Revolution and Nationalism (1900-1939)
- Years of Crisis (1919-1939)
- World War II (1939-1945)
- Restructuring the Postwar World (1945-1975)
- Colonies Become New Nations (1945 to the present)
- Struggles for Democracy (1945 to the present)
- Global Interdependence (1960 to the present)
- New World Disorder (1991 to the present)

## **Economic:**

- Trade – between individuals, groups, organizations, and countries
- Specialization – specialization of individuals, regions, and the United States
- Markets and Prices – the interaction between sellers and buyers (local, regional, national, and international)
- Institutions – development and role of banks, labor unions, markets, and non-profit organizations
- Economic Growth – the change in infrastructure, equipment, techniques, and training/education
- Government – the change and impact of the fiscal and monetary policies of local, regional, and national government organizations

### **Government/Civic:**

- The civic life, politics, and important governments of the time period
- The relationships of countries to each other and to world affairs
- The role of the citizens of the significant countries of this time period
- The various political reform movements and political changes of this time period
- The differences between various systems of government, in particular democracy and communism
- The development and impact of various methods of political expression
- The impact of various historical events (example: 9/11) on governments

### **Geographic:**

- Location – impact of location on the development and change of localities, countries, regions, and continents
- Place – the human and physical characteristics of localities, countries, regions, and continents
- Human-Environmental Interactions – how humans have adapted, modified, and depend on the environment
- Movement – how people, goods, and ideas have moved over time and space
- Regions – the formal and functional role of regions