

# *Social Studies Curriculum*

Social Studies is taught at Word of Life Lutheran School with emphasis on the following traditional areas of the social studies curriculum:

**History** is the telling of His story – learning how our heavenly Father created the world and all that is in it, how He sustains the world and has preserved it to the present day. In a study of world and American history, our students learn how they, as children of God, fit into the world and the opportunities that exist in spreading the story of God’s love to all people.

**Geography** shows the wide variety of climates, landforms and peoples the Lord has created. Here we learn of the factors that affect history and shape the world in which we live. Geography helps us understand our place in the vast number of different cultures that exist and reminds us of our calling to preach the Gospel to all nations.

**Civics** is taught to prepare our children for their future role as Christian leaders in the world. We understand the gift of government that the Lord has established. Our children need to be trained as responsible citizens who can take active leadership or participator roles and in doing so serve the Lord and their country.

**Current Events** leads our students to a better understanding of the world they live in. They need to know not only how these events will affect them now and in the future, but how the events came about and the relationship of these events to the factors of history, geography and civics. As the students study current events, they will see the great need in this world for the Gospel of Jesus Christ.

The following topical chronology will be used to mirror the curriculum standards of the State of Wisconsin while allowing for a full presentation of the subject matter.

Preschool	Social Skills
Kindergarten	My World
Grade 1	Family, Geography and Citizenship
Grade 2	Economics and Early History
Grade 3	Communities
Grade 4	Regions and Wisconsin History
Grade 5	US History to the Civil War
Grade 6	World History to the Dark Ages
Grade 7	World History to Modern Times
Grade 8	US History to Modern Times

Specific grade level objectives are listed below:

## ***Social Studies Objectives***

### ***Preschool***

1. Describe time.
2. Recognize changes in temperature and weather.
3. Differentiate between land (and landforms) and water.
4. Explain near and far.
5. Identify forms of transportation.
6. Categorize items by a single attribute (i.e. shape).
7. Remember simple rules.
8. Follow one-step instructions.
9. Take turns with classmates.
10. Follow procedures during an emergency drill.
11. Name basic household items.
12. Use senses to gather information.
13. Use words to solve problems.
14. Compare themselves to others.
15. Know names and interact with classmates.
16. Describe their feelings.
17. Understand that others have feelings.
18. Speak honorably about their family.
19. Understand purpose of special community buildings.
20. Describe various occupations.
21. Describe a relationship with a special person (i.e., parent, grandparent, friend).

The preschool curriculum is taught through teacher initiated units and activities based on the Concordia series for preschool. Specific books, field trips, etc. will be compiled and added to the curriculum integration section or below this paragraph.

## **Kindergarten**

1. Incorporate **Weekly Reader** or Scholastic's **Let's Find Out** to teach current events.
2. Make use of picture books to teach children about historical people and events.
3. Review the days of the week, months of the year and calendar use.
4. Review the **Pledge of Allegiance** and flag etiquette.
5. Review jobs of different community helpers (fire fighters, police officers, etc.) and visit the places where they work.
6. Teach them where they live (city, state and country) and their address and telephone number.
7. Teach them safety rules and what various safety signs are and what they mean to the children.
8. Teach them by using a map or globe where things are in the world.
9. Teach them the seasons of the year and the changes that occur with each season.
10. Teach them about the sequencing of events.

The kindergarten curriculum will be taught through teacher initiated units and activities based on the Lippincott Letterbook series for kindergarten. Specific books, field trips, etc. will be listed in the appropriate sections of the curriculum integration section or below this paragraph.

## **1<sup>st</sup> and 2<sup>nd</sup> Grade**

1. Explain the role and nature of families.
2. Identify their role in the family.
3. Compare the class and school with the family.
4. Explain the family of God.
5. Explain the group/community to which they belong.
6. Use a map of the United States.
7. Locate the continents on a world map.
8. Use a globe to see the bodies of water.
9. Use a globe to find the continents and major countries.
10. Recognize the names of our North American neighbors.
11. Develop a map of the classroom, school or playground.
12. Locate the four cardinal directions on a map.
13. Explain the Lutheran Reformation.
14. Develop classroom rules.
15. Develop playground rules.
16. Learn the ***Pledge of Allegiance***.
17. Explain the symbolism of Uncle Sam.
18. Recognize the US flag and its design.
19. Tell what the government does for them.
20. Recognize the names of the governor and president.
21. Explain the election process.
22. Recognize some historical sites in Washington, DC.
23. Explain why people need jobs.
24. Differentiate between needs and wants.
25. Explain goods and services.
26. Explain the process of farm-factory-consumer.
27. Relate the past to the present.
28. Tell of pilgrims and other early settlers.
29. Describe historical figures.
30. Sing and listen to patriotic music.

## **Units**

September	Uncle Sam, the flag, <b><i>The Pledge of Allegiance</i></b> , Word of Life Wolves
October	Martin Luther
November	Pilgrims
December	Maps and globes
January	Olympics and winter climates
February	Abe Lincoln, George Washington, Washington, DC
March	Little House on the Prairie
April	<b><i>My Family</i></b>
May	

The 1<sup>st</sup> and 2<sup>nd</sup> grade curriculum is augmented by daily use of ***The Milwaukee Journal / Sentinel***, children's literature books and other resources listed in the curriculum integration section or below this paragraph.

## **Grades 3-4**

### **Geography**

- 3-4 Read and interpret various maps, globes, grids, graphs, and charts.
- 3-4 Identify the seven continents, five oceans, and other major geographic features on a map and globe.
- 4 Understand the physical processes that shape the geographic features of the earth
- 4 Identify the capital, major cities, natural resources, and interest sites of all fifty states.
- 3-4 Explain how transportation affects regional development
- 3-4 Understand how communities change over time and note the factors of change.
- 3-4 Explain the wise use of natural resources.

### **History**

- 3 Compare and contrast rural, urban, and suburban communities and life.
- 3 Understand reasons for immigration to the United States in the past and in the present.
- 3 Describe different types of industries and occupations.
- 4 Understand the origins of Wisconsin.
- 3-4 Construct and interpret timelines.

### **Civics**

- 3 Explain some freedoms/rights and responsibilities of US citizens.
- 3-4 Understand the purpose of government.
- 3-4 Compare and contrast the responsibilities of national, state, and local governments.
- 3 Understand the importance of participation in civics and political life.

### **Economics**

- 3 Understand supply and demand, and goods and services in a market economy.
- 3 Consider ways in which the government uses tax money.

### **Diversity**

- 3-4 Appreciate a diversity of cultural activities.

The 3<sup>rd</sup> – 4<sup>th</sup> grade curriculum will be centered on textbooks published by McGraw-Hill Corporation. The teacher's manuals are a 2001 copyright because of endorsement by **National Geographic** and its supplementary materials and technology integration. The student textbooks are a 1997 copyright with the same text as the newer copyright.

The textbook **Communities, Regions and Wisconsin History**, 2002 copyright from Gibbs Smith Publishing is used as a reference for the integration of Wisconsin history into the curriculum. The following rotation of textbooks is used to accomplish this integration at the 3<sup>rd</sup> and 4<sup>th</sup> grade level.

## **Odd Years**

Chapters listed are from the 3<sup>rd</sup> grade book **Regions**. Chapters from the 4<sup>th</sup> grade book **Communities** are listed with an asterisk\*. Chapters from the Wisconsin History book are listed with a WI.

G4-11	Geography Skills
Ch. 1	Our Country's Environment
Ch. 2	Our Country's People – Sections 1&2
WI Ch. 11	Making a Living in Wisconsin – Section 1
Ch. 2	Our's Country's People – Section 4
Ch. 3	The Southeastern Environment
Ch. 4*	An English Colony at Jamestown People and Heritage of the Southeast
	1) Sequoyah and the Cherokee
	2) Thomas Jefferson in Williamsburg
WI Ch. 7	3) A Divided Country
WI Ch. 9	4) The Changing Southeast
Ch. 5	The Northeastern Environment – Section 1
WI Ch. 8	A New Century of Progress
Ch. 5	The Northeastern Environment – Sections 2 & 3
Ch. 6	People and Heritage of the Northeast – Section 3
WI Ch. 6	Immigrants, Growth and Statehood
Ch. 6	People and Heritage of the Northeast – Section 4
Ch. 7	The Middle Western Environment
Ch. 8	People and Heritage of the Middle West
WI Ch. 11	Making a Living in Wisconsin – Section 2
Ch. 11*	The Western Environment
Ch. 3	Mesa Verde
Ch. 12*	People and Heritage of the West – Sections 1 & 2
Ch. 5	A Spanish Mission in San Francisco -- Sections 1 & 3
Ch. 12*	People and Heritage of the West – Sections 3 & 4

## **Even Years**

Chapters listed are from the 4<sup>th</sup> grade book **Communities**. Chapters from the 3<sup>rd</sup> grade book **Regions** are listed with an asterisk\*. Chapters from the Wisconsin History book are listed with a WI.

G4-11	Geography Skills
Ch. 2	Communities and Geography
WI Ch. 1	Wisconsin, Our Home
WI Ch. 2	Our Beautiful State
Ch. 1	Understanding Communities – Section 1
Ch. 8	Citizens Make a Community Work
Ch. 11	Work and Money
Ch. 12	Producing Goods
Ch. 1	Understanding Communities – Sections 1 & 2
WI Ch. 3	The First People
WI Ch. 4	Missionaries, Traders and Indians
Ch. 3*	Basic Geography
Ch. 4*	Basic Geography
Ch. 6*	People and Heritage of the Northeast – Section 1
Ch. 6	A New Country is Born – Section 1
Ch. 6*	People and Heritage of the Northeast – Section 2
Ch. 6	A New Country is Born – Section 2
WI Ch. 10 –2	
Ch. 7	Countries Have Capitals
WI Ch. 5	American Revolution and Settlement
Ch. 9	Building New Lives
Ch. 10	Changing the Way People Live

## **Grades 5-6**

### **Geography**

1. Locate the 50 states and identify their capitals on an outline map.
2. Identify major geographic regions of the United States.
3. Locate and describe the seven continents.
4. Recognize major world landforms.
5. Retrace major exploration routes.

### **History**

1. Use reference resources and source documents in projects.
2. Place events into chronological order.
3. Use charts to interpret dates.
4. Recognize historical eras of United States history.
5. Identify outstanding Americans in their historical context.
6. Discuss and evaluate historical situations (e.g., the American Revolution, slavery).
7. Describe how history may be explained in various ways by different scholars.
8. Apply historical facts and concepts to current decision making.
9. Explain how conditions contribute to both conflict and cooperation between nations and cultures.
10. Understand and describe how communications and technology affect society and the nation in a new, more global, world.
11. Explain how conflict affects decisions and modern life.
12. Review the history of other nations or cultures.

### **Civics**

1. Define the difference between a colony and a state.
2. Identify functions of the national government.
3. Describe how global issues affect daily life.
4. Recognize the differences between political systems in different nations.
5. Explain the responsibility being a United States citizen.
6. Relate personal experience to current events.
7. Explain how governmental decisions affect daily life.
8. Discuss the power of the media in influencing public opinion.
9. Explain the benefit of laws and our legal system.

### **Economics**

1. Identify economic impacts upon the culture.
2. Identify how basic needs are met in underdeveloped nations.
3. Explain how the Industrial Revolution changed America.

### **Diversity**

1. Appreciate cultural contributions.
2. Compare and differentiate between different cultures.

The 5<sup>th</sup> – 6<sup>th</sup> grade curriculum will be centered on textbooks published by McGraw-Hill Corporation. The teacher's manuals are a 2001 copyright because of endorsement by **National Geographic** and its supplementary materials and technology integration. The student textbooks are a 1997 copyright with the same text as the newer copyright.

***Odd Years***                      ***World 1***

Regions of the World  
A Look into the Past  
Early Cultures  
Ancient Egypt  
Ancient Mesopotamia  
Ancient India  
Ancient China  
Ancient Greece  
Ancient Rome  
Ancient Arabia  
Ancient America

***Even Years***                      ***United States 1***

Life in the United States  
Geography of the United States  
Early Peoples Western Hemisphere  
Native Americans of North America  
Life in the Eastern Hemisphere  
Contact: East Meets West  
Early European Settlements of NA  
The English Establish 13 Colonies  
The Struggle for North America  
Breaking Ties with Great Britain  
The American Revolution  
The Constitution of the United States

## *Grades 7-8*

### *Geography*

1. Identify major nations on maps, read topographical and geographic maps, interpret editorial cartoons, interpret other graphs and charts.

### *History*

1. Analyze and explain how domestic and foreign policy is made.
2. Analyze causality, change and conflicts regarding historical events.
3. Analyze multiple viewpoints to understand events.
4. Identify the benefits of literature to understand history and culture.
5. Appreciate the impact of the Enlightenment on Western thought.
6. Describe how the Vietnam War changed and was effected by changes in American culture.
7. Describe the importance of the Civil War in American history.
8. Explain how the Great Depression changed the function of the Federal Government.
9. Explain the historical significance of places.
10. Explain why people came to America.
11. Identify significant historical eras.
12. Use biographic information to compare and contrast major historical figures.

### *Civics*

1. Analyze the function of institutions and individuals in the formation of policy.
2. Apply historical inquiry to analyze past and current issues and make hypotheses about past, present and future events.
3. Describe how institutions affect their lives.
4. Describe the function of the three major branches of government and the different roles of state and federal government.
5. Express their role as world citizens and Christians.
6. Identify the impact of demographics on a society.
7. Participate in efforts to promote public welfare.
8. Recognize bias in literature and media.

### *Economics*

1. Describe how economic concerns affect social issues and culture and that different economic systems exist.
2. Explain rationale for the development of banking systems and the growth of international trade.

### *Diversity*

1. Appreciate a diversity of cultural activities.
2. Demonstrate the ability to see issues from different points of view and to find ways to collaborate, compromise with and influence people of other views.
3. Describe cultural values and the origins of conflicts between different societies.
4. Understand how stereotyping and conformity affect behaviors of individuals and groups.

The 7<sup>th</sup> – 8<sup>th</sup> grade curriculum will be centered on textbooks published by McGraw-Hill Corporation. The teacher’s manuals are a 2001 copyright because of endorsement by **National Geographic** and its supplementary materials and technology integration. The student textbooks are a 1997 copyright with the same text as the newer copyright.

<b>Odd Years</b>	<b>United States 2</b>	<b>Even Years</b>	<b>World 2</b>
A Young United States		Cultures of Medieval Europe	
A Changing Country		Empires and Cultures of Africa	
The Time of Slavery		Empires and Cultures of Asia	
The Civil War and Reconstruction		Empires and Cultures of Americas	
Newcomers Change the West		European Expansion	
Industry Changes the Country		Revolutions Change the World	
Good Times, Hard Times & World War		A World at War	
United States Looks to a New Century		New Nations	
		A Changing World	

The following **Interact** simulation games are used to supplement the curriculum in each of the cycles:

<b>Odd Years</b>	<b>Even Years</b>
School Olympics	Caravans
Slave Auction	Rome
Japanese American Evacuation	
Montgomery Bus Boycott	

The **TouchTMJ4 Newsgame** is played each Friday for current events discussion.

Each Friday, map tests are given. A rotation of tests and reviews cover states and capitals of the United States, cities of Wisconsin, countries and capitals of North America, South America and Europe and the countries of Asia and Africa.

The library is used every three weeks to find materials for reports on famous historical figures or topics.

**Microsoft PowerPoint** presentations are used by the children to present 3 reports per year.

The following movies are used to supplement the curriculum:

<b>Odd Years</b>	<b>Even Years</b>
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*Field Trip Integration*  
*Social Studies*

<i>Grade</i>	<i>Semester 1</i>	<i>Semester 2</i>
<i>Preschool</i>	Great Harvest Bakery Betty Brinn	Fire Station Police Station
<i>Kindergarten</i>	Grocery Store Hospital Mother's Day / Father's Day meal	Fed Ex McDonald's Pizza Hut
<i>1 &amp; 2 Odd Year</i>	Post Office	Fed Ex
<i>1 &amp; 2 Even Year</i>	Great Harvest Bakery Betty Brinn	Trimbourne Farms
<i>3 &amp; 4 Odd Year</i>	Dairy farm Streets of Old Milwaukee	City Hall 1 <sup>st</sup> Kindergarten Octagon House
<i>3 &amp; 4 Even Year</i>	Old World Wisconsin North Kettle Moraine State Forest	State Capital Kohler-Andrea State Park
<i>5 &amp; 6 Even Year</i>	Ye Old School City Hall	Pioneer Village
<i>5 &amp; 6 Odd Year</i>	County Courthouse	
<i>7 &amp; 8 Even Year</i>	Pendarvis Milton Koshkanong Effigy Mounds	LPS / SEM / Salem Milwaukee Tour
<i>7 &amp; 8 Odd Year</i>	Capital / Veterans Museum	Pine Ridge Maritime Museum

Field trips are suggested and may be substituted or omitted for reasons of schedule, group behavior or finance.

*Stewardship Integration*  
*Social Studies*

<i>Grade</i>	<i>Semester 1</i>	<i>Semester 2</i>
<i>Preschool</i>	Visitation of shut-ins	Visitation of shut-ins
<i>Kindergarten</i>	Birthday and Christmas cards to cradle roll and shut-ins	Birthday Cards to cradle roll to cradle roll and shut-ins
<i>1 &amp; 2 Odd Years</i>	Easter caroling Wilson Park Seniors	Easter caroling Wilson Park Seniors
<i>1 &amp; 2 Even Years</i>	Easter caroling Wilson Park Seniors	Easter caroling Wilson Park Seniors
<i>3 &amp; 4 Odd Years</i>	Pass out fliers Easter caroling e-mail missionaries and pen pals	Pass out fliers Easter caroling e-mail missionaries and pen pals
<i>3 &amp; 4 Even Years</i>	Pass out fliers Christmas caroling e-mail missionaries and pen pals	Pass out fliers Christmas caroling e-mail missionaries and pen pals
<i>5 &amp; 6 Odd Years</i>	Pass out fliers Christmas caroling Institutional ministries	Pass out fliers Christmas caroling Institutional ministries
<i>5 &amp; 6 Even Years</i>	Pass out fliers Christmas caroling Institutional ministries	Pass out fliers Christmas caroling Institutional ministries
<i>7 &amp; 8 Odd Years</i>	Food pantry Slave days Pass out fliers	Food Pantry Slave days Pass out fliers
<i>7 &amp; 8 Even Years</i>	Food pantry Slave days Pass out fliers	Food Pantry Slave days Pass out fliers