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SOCIAL STUDIES CURRICULUM

Grades K – 8

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KINDERGARTEN

SELF AND FAMILY/FAMILIES AROUND THE WORLD

Students begin a global approach to social studies with a study of themselves, their families and other families around the world. Students approach the understanding of self and family while developing and defining concepts about themselves and the family structure. They acquire the concept that all families worldwide have basic common needs, yet meet these needs in a variety of ways. Goals in kindergarten focus on students developing positive attitudes about themselves, their families and families of diverse cultures.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship.

Benchmarks	Skills
1. The learner will investigate how individuals, families, and groups are similar and different.	a) Identify different groups to which individuals belong. b) Examine diverse family structures. c) Recognize that families and groups have similarities and differences.
2. The learner will identify and exhibit qualities of responsible citizenship in the classroom and school.	a) Exhibit citizenship traits such as integrity and responsibility in the classroom and school. b) Participate in democratic decision making. c) Describe the importance of rules and laws. d) Identify classroom problems and suggest fair solutions.
3. The learner will recognize and understand the concept of change in various settings.	a) Observe and describe how individuals and families grow and change. b) Evaluate how the lives of individuals and families of the past are different from what they are today. c) Observe changes within communities.
4. The learner will explain celebrated holidays and special days in communities.	a) Explore how families express their cultures through celebrations, rituals, and traditions. b) Identify religious and secular symbols associated with famous people, holidays, and special days.
5. The learner will express basic geographic concepts in real life situations.	a) Locate and describe familiar places in the home, school and other environments. b) Create and interpret simple maps and drawings of the home and school. c) Describe the functions of places in the home, school and other environments.

6. The learner will apply basic economic concepts to home, school and the community.	a) Distinguish between wants and needs. b) Identify examples of how families and communities work together to meet their basic needs and wants. c) Give examples of how money is used within the communities, such as spending and savings.
7. The learner will recognize how technology is used at home, school, and the community.	a) Identify different types of media and forms of communication. b) Explore modes of transportation at home and around the world.

Grade 1

NEIGHBORHOODS AND COMMUNITIES AROUND THE WORLD

Students continue to develop concepts, generalizations, and skills introduced in kindergarten as they learn about their neighborhood and community, and extend their knowledge of others throughout the world. They examine a variety of neighborhoods and recognize the multiple roles of individuals and families. Students expand their understanding of justice, authority, and responsibility. They identify the effects of change and become more aware of diversity and cultural traditions throughout communities.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship.

Benchmarks	Skills
1. The learner will analyze how individuals, families, and groups are similar and different.	a) Describe the roles of individuals in the family. b) Identify various groups to which individuals and families belong. c) Explore the benefits of diversity.
2. The learner will identify and exhibit qualities of good citizenship in the classroom, school, and other social environments.	a) Develop citizenship traits in the classroom, school, and other social environments. b) Identify the roles of leaders in the home, school, and community. c) Participate in democratic decision-making. d) Identify the need for fairness in rules by individuals and by people in authority.
3. The learner will recognize and understand the concept of change in various settings.	a) Identify personal changes, past and present. b) Identify past and present changes within the local community. c) Recognize that members of the community are affected by changes in the community that occur over time.
4. The learner will explain different celebrated holidays and special days in communities.	a) Recognize religious and secular symbols/celebrations associated with special days of diverse cultures. b) Explore reasons for observing special days that recognize celebrated individuals of diverse cultures. c) Recognize the historical events associated with national holidays.
5. The learner will express geographic concepts in real life situations.	a) Locate and describe familiar places in the home, classroom, and school. b) Investigate key features of maps. c) Demonstrate responsibility for the care and management of the environment within the school.

6. The learner will apply basic economic concepts to home, school, and the community.	a) Participate in activities that demonstrate the division of labor. b) Examine wants and needs and identify choices people make to satisfy wants and needs with limited resources.
7. The learner will recognize how technology is used at home, school, and in the community.	a) Describe how communication and transportation link communities. b) Identify functions of computers and other electronic devices used in the home and school.

Grade 2

REGIONAL STUDIES: LOCAL, STATE, COUNTRY AND WORLD

The second grade study emphasizes community life in a variety of contexts with a major focus on geography. The students begin to understand that people's activities are influenced not only by their geographic location, but also by how they use the earth's materials, the physical environment, and human traditions. By looking at communities from a geographic perspective, students become aware of some of the cultural, political, geographic, and economic factors that help bind communities together through both time and space.

Strands: Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

Benchmarks	Skills
1. The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.	a) Identify and describe attributes of responsible citizenship. b) Demonstrate responsible citizenship in the school and community. c) Analyze the effects of responsible citizenship in the school and community.
2. The learner will evaluate relationships between people and their governments.	a) Identify the functions of local governmental bodies and elected officials. b) Recognize examples of the elective process. c) Describe the interdependence among individuals, families, and the community. d) Identify examples of responsible citizen participation in society and social environments.
3. The learner will analyze how individuals, families, and communities are alike and different.	a) Compare similarities and differences between self and others. b) Describe similarities and differences among families in different communities. c) Identify individuals of diverse cultures.
4. The learner will exhibit an understanding of change in communities over time.	a) Recognize the effects of change in communities and predict future changes. b) Analyze environmental issues, past and present. c) Describe human movement in the establishment of settlement patterns such as rural, urban, and suburban.
5. The learner will understand the relationship between people and geography in various communities.	a) Use geographic terms to describe landforms, bodies of water, weather, and climate. b) Apply geographic tools, such as maps, globes and photographs, in the understanding of locations and characteristics of places and regions. c) Interpret maps, charts, and pictures of locations.

<p>6. The learner will analyze how people depend on the physical environment and use natural resources to meet basic needs.</p>	<p>a) Identify natural resources and cite ways people conserve natural resources. b) Cite ways people modify the physical environment to meet their needs.</p>
<p>7. The learner will apply basic economic concepts and evaluate the use of economic resources within communities.</p>	<p>a) Distinguish between producers and consumers. b) Describe different types of employment and ways people earn an income.</p>
<p>8. The learner will recognize how technology is used at home, school, and in the community.</p>	<p>a) Identify uses of technology in communities. b) Demonstrate an understanding of how technology has affected the world in which we live.</p>

Grade 3

CITIZENSHIP: PEOPLE MAKING A DIFFERENCE

The third grade study is designed to expand the students' concept of "leaders" in relationship to their communities. Students study people of diverse groups, their cultures and contributions to the community. Students compare aspects of familiar communities with those of other cultures and other times. They are introduced to problems that "leaders" and communities confront and how conflicts are resolved.

Third graders discover how literature is integrated in the social studies discipline by reading about American and global leaders. They investigate the contributions that these individuals have made to society.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship.

Benchmarks	Skills
1. The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.	a) Identify and demonstrate characteristics of responsible citizenship and demonstrate understanding of how citizen participation can impact changes within a community. b) Explain the need for leaders in communities. c) Identify selected personalities associated with major holidays and cultural celebrations.
2. The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.	a) Identify economic and social roles of children and adults in the local community to selected communities around the world. b) Analyze similarities and differences among families in different times and in different places.
3. The learner will examine how individuals can initiate change in families, neighborhoods, and communities.	a) Analyze changes, which have occurred in communities past and present. b) Recognize how individuals, events, and ideas change over time. c) Compare the family structure and the roles of its members over time.
4. The learner will explain geographic concepts and the relationship between people and geography in real life situations.	a) Distinguish between various types of maps and globes. b) Use appropriate source maps to locate communities. c) Use geographic terminology to describe variations in the physical environment.

<p>5. The learner will apply basic economic principles to the study of communities.</p>	<p>a) Identify examples of scarcity. b) Identify the division of labor in local and global communities. c) Recognize reasons for economic interdependence of communities. d) Identify historic figures and leaders who have influenced the economies of communities.</p>
<p>6. The learner will recognize how technology is used at home, school, and in the community.</p>	<p>a) Describe ways in which technology is used in a community's economy. b) Identify contributions made by community leaders in technology. c) Identify the impact of technological change on communities around the world.</p>
<p>7. The learner will analyze the role of real and fictional heroes in shaping the culture of communities.</p>	<p>a) Identify the deeds of local and global leaders. b) Explore the role of selected fictional characters in creating new communities.</p>

Grade 4

UNITED STATES GEOGRAPHY

The fourth grade study focus on geographic regions of the United States. Students learn about the people of this nation and the physical environments in which they live. Concepts for this study are drawn from history and the social sciences, but the primary discipline is cultural geography. Given the swiftness of change and our global information systems, students' examinations of these concepts must require continuous reference to current events and trends.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

Benchmarks	Skills
1. The learner will apply key geographic concepts to the United States.	<ul style="list-style-type: none">a) Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States.b) Analyze how absolute and relative location influence ways of living in the United States.c) Compare the physical characteristics of regions within the United States.d) Describe the economic and social differences between developed and developing regions in North America.e) Recognize how population distribution differs within and between countries of North America.f) Understand how people of the United States adapt to, modify, and use their physical environment.
2. The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.	<ul style="list-style-type: none">a) Analyze major documents that formed the foundations of the American idea of constitutional governmenta) Recognize how the United States government has changed over time.b) Identify the role of political parties in society.c) Describe the different types of families in the societal structures of the United States.
3. The learner will evaluate ways the United States makes decisions about the allocation and use of economic resources.	<ul style="list-style-type: none">a) Categorize economic resources found in the United States as human, natural, or capital.b) Identify the economic effects of the unequal distribution of natural resources on the United States.c) Describe the ways in which the economies of the United States and its neighbors are interdependent.d) Cite examples of surplus and scarcity in the American market.

Grade 5

UNITED STATES HISTORY

The focus for fifth grade is on the continued development of knowledge and skills acquired in the fourth grade studies of the United States. Concepts for this study are drawn from geography and the social sciences, but the primary discipline is history. Given the swiftness of change and our global information systems, students' examinations of these concepts must require continuous reference to current events and trends.

Strands: Geographic Relationships, Historical Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

Benchmarks	Skills
1. The learner will trace key developments in United States history and describe their impact on the land and people of the nation.	<ul style="list-style-type: none">a) Describe how groups of people settled in different regions of the United States.b) Describe the contributions of people of diverse cultures throughout the history of the United States.c) Describe the causes and effects of the American Revolution.d) Describe the impact of wars and conflicts on United States citizens.e) Evaluate the effectiveness of civil rights and social movements throughout the United States' history.f) Compare and contrast changes in rural and urban settlement patterns in the United States.g) Trace the development of the United States as a world leader.
2. The learner will recognize how technology has influenced change within the United States.	<ul style="list-style-type: none">a) Explore the meaning of technology as it encompasses discoveries from the first primitive tools to today's personal computer.b) Describe how certain technological discoveries have changed the course of history.c) Forecast how technology can be managed to have the greatest number of people enjoy the benefits.d) Predict future trends in technology management that will benefit the greatest number of people.
3. The learner will examine the roles various ethnic groups have played in the development of the United States.	<ul style="list-style-type: none">a) Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.b) Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.c) Hypothesize how the differences and similarities among people have produced diverse American cultures.d) Describe art, music, and craft forms in the United States.

Grade 6

CENTRAL AND SOUTH AMERICA

The focus for sixth grade is on the continued development of knowledge and skills acquired in the fourth and fifth grade studies of the United States by considering, comparing, and connecting those studies to the study of Central and South America. As students examine social, economic, and political institutions they analyze similarities and differences among societies.

Strands: Geographic Relationships, Historical Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity.

Benchmarks	Skills
1. The learner will use geographic tools to answer geographic questions and analyze geographic concepts.	<ul style="list-style-type: none">a) Create maps and charts as tools to illustrate information about different people, places, and regions in Central and South America.b) Interpret information from tools such as maps, globes, charts, graphs, databases and models to pose and answer questions about space and place, environment and society.c) Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Central and South America to identify patterns among them.
2. The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of Central and South America.	<ul style="list-style-type: none">a) Identify the absolute and relative location of major landforms, bodies of water in Central and South America.b) Identify factors that influence changes in distribution patterns of population, resources, and climate in selected regions of Central and South America.
3. The learner will analyze the impact of interactions between humans and their physical environments in Central and South America.	<ul style="list-style-type: none">a) Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.b) Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface.
4. The learner will identify significant patterns in the movement of people and goods, over time and place in	<ul style="list-style-type: none">a) Describe the patterns of and motives for the migrations of people.b) Identify the main commodities of trade over time in selected areas of Central and South America.

Central and South America.	
5. The learner will recognize the relationship between economic activity and the quality of life in Central and South America.	a) Describe different levels of economic development and recognize their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy.
6. The learner will assess connections between historical events and contemporary issues.	b) Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.
7. The learner will analyze the different forms of government developed in Central and South America.	a) Trace the historical development of governments including traditional, colonial and national in selected societies. b) Describe how different governments in South America select leaders and establish laws in comparison to the United States.
8. The learner will compare the rights and civic responsibilities of individuals in political structures in Central and South America.	a) Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law. b) Describe rights and responsibilities of citizens in selected contemporary societies in South America.
9. The learner will recognize the common characteristics of different cultures in Central and South America.	a) Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities.
10. The learner will describe the historic, economic, and cultural connections among the United States, Central America and South America.	a) Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link the United States to selected societies of Central and South America. b) Examine the role and importance of foreign-owned businesses and trade between the United States and selected nations of South America.

Grade 7

EUROPE

The focus for seventh grade is on the continued development of knowledge and skills acquired in the fourth and fifth grade studies of the United States, Central and South America by considering, comparing, and connecting those studies to the study of Europe. As students examine social, economic, and political institutions they analyze similarities and differences among societies.

Strands: Geographic Relationships, Historical Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

Benchmarks	Skills
1. The learner will use geographic tools to answer geographic questions and analyze geographic concepts.	a) Create maps and charts as tools to illustrate information about different people, places, and regions in Europe. b) Interpret information from tools such as maps, globes, charts, graphs, databases and models to pose and answer questions about space and place, environment and society. c) Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Europe to identify patterns among them.
2. The learner will assess the relationship between physical environment and cultural characteristics of Europe.	a) Identify the absolute and relative location of major landforms, bodies of water in Europe. b) Identify factors that influence changes in distribution patterns of population, resources, and climate in selected regions of Europe.
3. The learner will analyze the impact of interactions between humans and their physical environments in Europe.	a) Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community. b) Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface.
4. The learner will identify significant patterns in the movement of people, and goods over time and place in Europe.	a) Describe the patterns of and motives for the migrations of people. b) Identify the main commodities of trade over time in selected areas of Europe.

5. The learner will recognize the relationship between economic activity and the quality of life in Europe.	a) Describe different levels of economic development and recognize their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy.
6. The learner will assess connections between historical events and contemporary issues.	a) Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.
7. The learner will analyze the different forms of government developed in Europe.	a) Trace the historical development of governments including traditional, colonial and national in selected societies. b) Describe how different governments in Europe select leaders and establish laws in comparison to the United States.
8. The learner will compare the rights and civic responsibilities of individuals in political structures in Europe.	a) Identify the sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law. b) Describe rights and responsibilities of citizens in selected contemporary societies in Europe.
9. The learner will recognize the common characteristics of different cultures in Europe.	a) Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities.
10. The learner will describe the historic, economic, and cultural connections among the United States and Europe.	a) Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link the United States to selected societies of Europe. b) Examine the role and importance of foreign-owned businesses and trade between the United States and selected nations in Europe.

Grade 8

AFRICA, ASIA, AND AUSTRALIA

The focus for seventh grade is on the continued development of knowledge and skills acquired in the fourth, fifth, sixth and seventh grade studies of the United States and South America by considering, comparing, and connecting those studies to the study of Africa, Asia, and Australia. As students examine social, economic, and political institutions they analyze similarities and differences among societies.

Strands: Geographic Relationships, Historical Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity.

Benchmarks	Skills
1. The learner will use geographic tools to answer geographic questions and analyze geographic concepts.	<ul style="list-style-type: none">a) Create maps and charts as tools to illustrate information about different people, places, and regions in selected areas of Africa, Asia and Australia.b) Interpret information from tools such as maps, globes, charts, graphs, databases and models to pose and answer questions about space and place, environment and society.c) Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Africa, Asia and Australia to identify patterns among them.
2. The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of Africa, Asia, and Australia.	<ul style="list-style-type: none">a) Identify the absolute and relative location of major landforms, bodies of water in Africa, Asia and Australia.b) Identify factors that influence changes in distribution patterns of population, resources, and climate in selected areas of Africa, Asia, and Australia.
3. The learner will analyze the impact of interactions between humans and their physical environments in Africa, Asia, and Australia.	<ul style="list-style-type: none">a) Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.b) Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface.

<p>4. The learner will identify significant patterns in the movement of people and goods over time and place in Africa, Asia, and Australia.</p>	<p>a) Describe the patterns of and motives for the migrations of people. b) Identify the main commodities of trade over time in selected areas of Africa, Asia, and Australia.</p>
<p>5. The learner will recognize the relationship between economic activity and the quality of life in Africa, Asia, and Australia.</p>	<p>a) Describe different levels of economic development and recognize their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy.</p>
<p>6. The learner will assess the connections between historical events and contemporary issues in Africa, Asia, and Australia.</p>	<p>a) Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.</p>
<p>7. The learner will analyze the different forms of government developed in Africa, Asia, and Australia.</p>	<p>a) Trace the historical development of governments including traditional, colonial and national in selected societies.</p>
<p>8. The learner will compare the rights and civic responsibilities of individuals in political structures in Africa, Asia, and Australia.</p>	<p>a) Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law. b) Describe rights and responsibilities of citizens in selected contemporary societies in Africa, Asia and South America.</p>
<p>9. The learner will recognize the common characteristics of different cultures in Africa, Asia, and Australia.</p>	<p>a) Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities.</p>
<p>10. The learner will describe the historic, economic, and cultural connections among the United States, Africa, Asia, and Australia.</p>	<p>a) Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link the United States to selected societies of Africa, Australia and Asia.</p>