

Zion Lutheran School
Social Studies Scope and Sequence

Kindergarten

My family
My School
My Church
My Community
Famous Wisconsin Individuals

1-2 Grade

My Community
Key US Events: Revolutionary War through the Civil War

3-4 Grade

Wisconsin State History
US Regional Study
US States and Capitols

5-6 Grade

Ancient Civilizations
Early US History through the Civil War

7-8 Grade

US History Reconstruction through Modern Times
World Geography
World Cultures and History

Overview of Our Social Studies Curriculum

At Zion Lutheran School, we teach social studies in order for students to understand their God-given place in the world to become active, informed, productive citizens in their community. Our students will gain an understanding about how people's words and actions have affected the course of history, how our country relates to the rest of the world, and how our government functions. Our social studies teaching will not give glory to man and what he has accomplished, but rather to God for His great blessings and continual preservation and guidance over all things.

In detail, it is our prayer that...

1. A graduate of Zion Lutheran School understands and believes that the "fear of the Lord is the beginning of wisdom" as evidenced by his / her
 - 1.1 Prudently using all God-given resources in a life of faithful stewardship.
 - 1.2 Faithfully functioning as a Christian citizen in home, school, church, community, state, country and world
 - 1.3 Demonstrating an appreciation of God's wise direction of individuals and nations.
 - 1.4. respecting the right and privileges of all people as creatures of God and demonstrating Christian love for racial, ethnic, and cultural differences that prevail in God's world.
2. A graduate of Zion Lutheran School will recognize God's guiding hand in all things as evidenced by his / her
 - 2.1 confessing that God as Creator, Ruler, Preserver, and Savior directs the activities of individuals and nations to reveal His glory.
 - 2.2 Illustrating how the historical past continually plays a role in shaping current and future events.
 - 2.3 Recognizing that God has instituted the governments, and the laws and freedoms under which people live.
3. A graduate of Zion Lutheran School will develop a personal value system that reflect the Christian worldview as evidenced by his / her
 - 3.1 showing an appreciation for the advantages and freedoms enjoyed by citizens in a democracy.
 - 3.2 Recognizing that environment affects the way people live in a hostile anti-Christian world.
 - 3.3 Demonstrating a desire to work within our democratic system.
4. A graduate of Zion Lutheran School will demonstrate an understanding of his / her social and physical surroundings as evidenced by his / her

- 4.1 investigating how individuals, families, communities, states and countries are interdependent.
- 4.2 Conserving human, natural and cultural resources for the benefit of all people.
- 4.3 Showing an appreciation and respect for the cultural, economic and political contributions made by peoples in various parts of the world.
- 4.4 Working with others to find the solutions for common problems.
- 4.5 Using the social studies tools effectively (maps, globes, graphs, reference materials, research reports and techniques, internet technology, etc.)
- 4.6 Developing affective research methods. (gathering, organizing, evaluating, and presenting information)

Kindergarten

At the completion of kindergarten, students will:

Standard 1: Behavioral Science

1. Identify that people have different feelings and students will learn different ways to control their emotions
2. Learn that people in a family have different roles to fulfill and describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living.
3. Identify and explain the individual's responsibilities to family, peers, and the community
4. Study the holidays and cultures of various ethnicities, such as Hispanic and African American, and compare and contrast their cultures
5. Develop and practice ways to cooperate with others to work towards a common goal and use another individual's help to solve a problem such as; solving disagreements in the classroom or completing a project.
6. Learn how language, stories, folk tales, music, and other artistic creations are expressions of culture and how these expressions teach knowledge and sensitivity of other people and cultures

Describe how differences in cultures may lead to understanding or misunderstanding among people and understand how God gives us Scripture to direct our interactions with others

Standard 2: Economics

1. Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts and then identify how they contribute to society and influence it.

Standard 3: Geography

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and lessons.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. Study maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, schools, homes, places of worship, and transportation lines.
5. Demonstrate familiarity with the school's layout and the jobs people do there.
6. Learn the seasons of the year and the different types of weather for each season
7. Describe and give examples of ways people interact with and change the physical environment such as how farming changes the land, the building of cities, roads and the different types of homes people live in depending on their climate, culture, and environment.
8. Learn and identify different animals and how they impact the environment

Standard 4: History

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day).
2. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).
3. Identifying and examining various sources of information that are used for understanding the past and present

Standard 5: Political Science and Citizenship

1. Follow rules, such as sharing, taking turns, and safety rules, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility in American and world history from stories and folklore.

3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
4. Students will recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty
5. Use different sources of relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of others
6. Explain how families, schools, and other groups develop rules, enforce them, and adapt their behavior in each place
7. Learn how God gives us our government to protect and help us
8. Explain how certain behaviors can promote or hinder cooperation

Grades 1-2

At the completion of grades 1-2, students will:

Standard I: Behavioral Science

1. Identify ways families must meet wants and needs.
2. Match workers with specific jobs and state difference between goods/services.
3. State ways to recycle and conserve natural resource.
4. Explain how the aspects of a culture influences families, schools, friends, communities and celebrations.
5. State why it is helpful to understand people from other cultures.
6. Discuss point of view and how they can lead to misunderstandings and how they can be resolved.
7. Understand people from all cultures are created by God.
7. Discuss how the Bible influences our lives and motivates us to show our love and thanks to God.

Standard II: Economics

1. Define needs, wants, goods, services, producers, consumers.
2. List their parents' jobs and determine if they are goods or services related.

3. Begin to learn the role of money, banking, and saving money.
4. Explain how their families are both producers and consumers.

Standard III: Geography

1. Identify parts of a map (title, key, directions, scale, type).
2. Identify basic landforms.
3. Locate specific sites on a map (continents, national borders, states, oceans, state capitol).
4. Read a map and find specific locations.
5. Describe and give examples of ways in which people interact with the physical environment.
6. Discuss how God has blessed us with a beautiful and diverse world.

Standard IV: History

1. Compare and contrast photos, books, and journal entries- past and present-and see how they help us learn about the past.
2. Sequence events on a timeline.
3. Compare life in the past to present day.
4. Explain significance of voting in a democracy.
5. State the significance of important holidays.
6. Identify and describe important events and people in Unites States history.
7. State why the Declaration of Independence was written.
8. Explain how transportation and communication have changed over the past 100 years.
9. State how God has continued to provide for and protect His creation throughout history.

Standard V: Political Science and Citizenship

1. Define the terms rules and laws.
2. State how rules and laws are used to solve problems within our classroom and our

communities.

3. List ways people can solve problems by cooperating.
4. Give examples of rules at school and laws in our community.
5. State why these rules and laws are important to us.
6. Define citizen and leader.
7. Explain how leaders are elected.
8. Realize leaders are given their authority by God and we are to honor and respect them.
9. Define lawmaker, president, judge.
10. Learn and recall the name of our state and national capital.
11. Define transportation and communication.

At the completion of grade 3 and 4, students will...

Standard I: Behavioral Science

1. Understand that language, religion, customs, literature, art, and music are all important aspects of culture and influence how people live.
2. Learn and appreciate other cultures in order to advance the Gospel.
3. Articulate the importance of church and school for the well-being of society.
4. Interview an older relative to find out what life was like when he/she was a child.
5. Read Little House in the Big Woods and compare pioneer life in Wisconsin to life today.
6. Read Sarah, Plain and Tall and compare pioneer life in America to life today.
7. Be exposed to the various aspects of one's culture in order to better understand others and avoid misunderstandings.

Standard II: Economics

1. Understand that people depend on, and can affect one another in producing, buying, and selling products and services.

2. Know the roles of consumers and producers.
3. Create an advertisement for a product.
4. Learn about farming/agriculture and its importance for our state.
5. Be able to locate major cities in Wisconsin and discuss their economic contribution.
6. Learn about the effects of tourism.
7. Discover what wants versus needs means.
8. Understand that physical and human-made features are important to the establishment and prosperity of a community.
9. Analyze the pros and cons of communities built near rivers, lakes, and oceans.
10. identify natural resources that help an area grow.

Standard III: Geography

1. Interpret maps in various scale, charts, and graphs to acquire specific information.
2. Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world.
3. List similarities and differences between their community and other places in WI, US, and in the world.
4. Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.
5. Organize data into bar graphs, pictographs, and line graphs.
6. Locate specific points on the globe using the latitude and longitude coordinates.
7. Interpret and use a map key and compass rose.
8. Use a chart to organize and compare information.
9. Classify different types of landforms and regions in the US and Wisconsin.
10. Compare and contrast different types of landforms and regions in the US and Wisconsin.

11. Compare and contrast our natural resources with other parts of our state and US regions.
12. Compare and contrast our climate with other parts of our state and US Regions.
13. Identify and locate hemispheres, continents, and oceans on a globe and world map.
14. Learn about the U.S. Regions and the things that make their landscape unique.
15. Match the 50 states and their capitals along with placement on the US map.

Standard IV: History

1. Understand that all communities, even their own, have a history.
2. Identify ways (people, places, internet, etc.) to acquire information about their town's history.
3. Create a personal timeline and family tree noticing the changes in life today vs life in the past.
4. Develop a connection between past and present through projects.
5. Learn more about founders, leaders, and contributors to change in Wisconsin and US History.
6. Identify and use historical evidence in class projects.
7. Know and explain the significance of national holidays.
8. Become familiar with and tell about the significance of our national and state symbols.
9. Become familiar with American Indian tribes—where and how they lived—in the US and Wisconsin.
10. Understand and articulate what a blessing it is to live in the US because of our many freedoms, democracy, and justice.

Standard V: Political Science/Citizenship

1. Understand that rules and laws are important to the common good of a community, state, and nation. These laws include God's Commandments.
2. Compare and contrast the function of local, state, and national governments.

3. Compare the roles of mayors, governors, and presidents.
4. Identify the parts of an election process of our state and the US as a whole.
5. Understand and explain the individual's responsibilities to family, peers, and the community.
6. Be introduced to the different documents in which rights of citizens in the US are guaranteed.

At the completion of grades 5-6 our students will...

Standard I: Behavioral Science

1. Realize that a Christian's actions, values, and morals are based on God's Word and not our changing world.
2. Describe conflict resolution and peer mediation strategies used in resolving differences and disputes based upon Christian principles.
3. Understand that even as our local and global cultures, values, and traditions may change, God's Word never changes.
4. Give examples of how God has and continues to use people to spread His saving message to all nations, so that people from all over the world may come to faith in Christ our Savior.
5. Understand that conflict, cooperation, and interdependence among individuals, groups, and countries existed and the effects on these groups.
6. Understand how peoples' interactions with different environments affected movement, cultures, and resources.
7. Understand the relationship and impact of movement of people, ideas, and products.
8. Understand that people interacted with individuals, groups, and institutions to meet their needs.
9. Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world.
10. Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis.

11. Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people.

Standard II: Economics

1. Learn Christian principles regarding a person's time, talents, and treasures.
2. Understand production, distribution, exchange, and consumption of goods and services so that they can make informed economic decisions.
3. Describe the importance of trade among people and countries, along with the interdependence that it fostered.
4. Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights.
5. Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns. Students understand that people interacted with individuals, groups, and institutions to meet their needs.

Standard III: Geography

1. Understand that geography affects relationships among people, places, and environments.
2. Understand that geography is the study of the relationships between people, places, and environment.
3. Describe how climate and topography affected the way of life and movement of the earliest peoples in North America.
4. Analyze the effect of geography on movement/settlement of individuals and groups of people.
5. Analyze, organize, and interpret information about places, populations, and migration using maps, globes, charts, and graphs.
6. Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place.
7. Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density.
8. Describe the movement of people, ideas, diseases, and products throughout the world.

Standard IV: History

1. Realize that God as Creator, Ruler, Preserver, and Savior directs the activities of individuals and nations to reveal His glory.
2. Understand how the historical past continually plays a role in shaping current and future events.
3. Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.
4. Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations.
5. Discuss European exploration of North America and how this affected the people already living there.
6. Describe the European colonization of North America.
7. Analyze the causes/effects of the Westward Expansion.
8. Identify the causes/effects of the Revolutionary and Civil Wars.
9. Describe how economic differences divided the North and South.
10. Explain the contributions to our world made by Ancient Civilizations.
(Sumerians, Egyptians, Chinese, Indians, Greeks, Romans, Mayans, Incas)
11. Analyze the changes in technology and the effects of these changes during the Industrial Revolution.
12. Identify those individuals who contributed to change.
13. Describe the main events, themes and achievements of the Reformation and how Martin Luther's actions founded the Lutheran church and brought the truths of Scripture to the world.
14. Analyze the significant events and people that had an effect on United States and eastern hemisphere world history.

Standard V: Political Science

1. Recognize that God has instituted the governments, and the laws and freedoms under which people live.
2. Show an appreciation for the advantages and freedoms enjoyed by citizens in a democracy and recognize them as gifts of God.

3. Understand that we should submit to governing authorities whenever possible because God has placed them over us for our safety and well-being.
4. Understand the rationale and events that shaped America's early government.
5. Understand that knowledge of political systems is necessary for developing individual civic responsibility.
6. Recognize and explain the difference between Direct Democracy and Representative Democracy.
7. Understand different types of governments (democracy, monarchy dictatorship) and their impact on citizens of said country.
8. Explain the formation/development of the United States government.
9. Describe the development and purpose of the Constitution, Bill of Rights, and Declaration of Independence.
10. Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and Declaration of Independence and explain their function in the American political system.
11. Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights.
12. Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused.
13. Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level.

At the completion of 7-8 grade our students will...

Standard I: Behavioral Science

1. Understand that a Christian's actions, values, and morals are based on God's Word and not our changing world.
2. Describe conflict resolution and peer mediation strategies used in resolving differences and disputes based upon Christian principles.
3. Understand that even as our local and global cultures, values, and traditions may change, God's Word never changes.
4. Give examples of how God has and continues to use people to spread His saving message to all nations, bringing people from all over the world to faith.
5. Understand that cooperation, conflict, and interdependence among individuals, groups, and nations exist and affect all people.
6. Evaluate the importance of trade and explain how trade builds interdependence among peoples.
7. Understand that individual, social, cultural and political influences contribute to global interactions.
8. Analyze how interactions among individuals, groups and institutions help influence individual identities and cultures in various times and settings.
9. Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals.
10. Students understand that there is a causal relationship in the movement of people, ideas, diseases, and products throughout the world.
11. Give examples to show how the media may influence the behavior and decision-making of individuals and groups.
12. Give examples of the cultural contributions of racial and ethnic groups in United States history.

Standard II: Economics

A. Personal Finance

1. Demonstrate receiving, tracking, saving and spending money in a classroom setting.
2. Learn Christian stewardship principles regarding a person's time, talents, and treasures.
3. Learn basic principals of taxation in a capitalistic society.

4. Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive.
5. Learn the basic principles of the stock market and how people can use the stock market to accumulate wealth.

B. General Economics

1. Describe how capital investments affect the standard of living and quality of life.
2. Identify and explain various points of view concerning economic issues.
3. Analyze the factors that influence the wages of workers.
4. Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life.
5. Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services.
6. Explain why the earning power of workers depends on their productivity and the market value of what they produce
7. Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System

Standard III: Geography

1. Understand that geography is the study of the relationships between people, places, and environments.
2. Explain how geography influenced relationships between people as their
3. Cultures coexisted and sometimes clashed.
4. Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place.
5. Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape.
6. Describe the movement of people, ideas, diseases, and products throughout the world.
7. Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.
8. Describe how buildings and their decoration reflect cultural values and ideas, providing examples.

9. Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment.
10. Give examples of the causes and consequences of current global issues in different regions, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations.

Standard IV: History

1. Explain the causes and effects of the American Industrial Revolution.
2. Describe the main themes and achievements of the Renaissance including the impact on science, technology, art and religion.
3. Describe the main events, themes and achievements of the Reformation and how Martin Luther's actions founded the Lutheran church and brought the truths of Scripture to the world.
4. Analyze the significant events and people that had an effect on United States and World history such as presidents, civil rights leaders, and military officials that affected the cultural, social, or political landscape of a country or region.
5. Analyze the relationships between and among significant events, such as the causes and consequences of wars in the United States and world history.
6. Students must be able to identify the causes, significant events, and effects of World War I and II, as well as the Korean and Vietnam wars.
7. Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently.
8. Give examples from history how intolerance of ideas, religion, and minorities contributed to social disintegration and conflict.
9. Identify events in history where bias, prejudice and stereotypes caused conflict in society such as events regarding racial equality, women's suffrage, and equality for Native Americans.
10. Research and analyze events from the past using a variety of credible sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials.
11. Use the materials listed in #11 to develop historical perspectives from different points of view.

12. Analyze issues from history that affect the present and the future such as the need to regulate methods of innovation in science and technology.
13. Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues.

Standard V: Political Science

1. Understand that we should submit to governing authorities whenever possible because God has placed them over us for our safety and well-being.
2. Define the contemporary uses of power, authority, and governance.
3. Explain democracy's basic principles.
4. Identify and analyze important political documents and explain their function and effect in the American political system.
5. Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights as these values are challenged throughout American History.
6. Develop a basic understanding of how laws are developed, the purposes of government and the effects of the separation of the powers of government.
7. Identify periods in American history where the federal system and the separation of powers in the Constitution worked to sustain both majority rule and minority rights.
8. Explain the role of political parties and interest groups in American politics.
9. Use examples from history to describe the role of international organizations such as military alliances and trade associations.