



The Social Studies Curriculum: Scope and Sequence

Miquon’s Social Studies content is tied to the thematic and the discipline standards set forth by National Council for the Social Studies (NCSS). Social Studies is also an area in which our teachers have enormous independence to determine the topical content through which skills and concepts are developed. The interests and expertise of each teacher, coupled with awareness of the interests, heritage, and experiences of the children in a group, inform content choices. At every level, space is made in the curriculum for the interests and growing passions of individual children, and choices about projects and research are often motivated by these topics. Teachers also allow major world events to drive or inform content, as appropriate to the development of the children.

Social Studies is the primary vehicle for cross-discipline integration in the classroom, including literature, writing, mathematics, science, physical education, and the arts. We believe that the high level of personal interest, variety of content, and meaningful inquiry experiences explain why Miquon graduates, by and large, have strong process skills, conceptual understanding, and general knowledge in Social Studies.

Social Studies scope and sequence is presented according to NCSS themes in the tables that follow.

| TIME, CONTINUITY, AND CHANGE | | |
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| Historians try to understand what, why and when things happened by building up a picture of people and events from the evidence left behind. | What happened in the past? How can we know? | 3,4 -- hieroglyphs and the Rosetta Stone 5,6 -- primary vs. secondary sources |
| Knowledge of the past helps us understand the present and make decisions about the future. | How am I connected to those in the past? How is the past about me? How can the study of the past help people to prevent future problems and make better decisions that will affect the future? | N - 6 -- timelines |
| History involves interpretation; historians can and do disagree. | Is history inevitably biased? Is it always the story told by the “winners”? | 5,6 -- multiple perspectives on a single event or era, Romans and Celts |

| CULTURE AND CULTURAL DIVERSITY | | |
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| Enduring Understanding | Essential Questions | Examples within program |
| We are not “smarter” or better than the people of the past or present who have/had simpler tools. | What does it mean to be “civilized”? | 3,4 -- Ancient Greece, Egypt, Aztecs |
| | Are modern cultures more “civilized” than ancient ones? | 5,6 -- Ancient Romans, Celts, Middle Ages |
| Understanding other cultural perspectives broadens our world view and deepens our understanding of our own culture. | Why should we be interested cultures other than our own? | K -- West African culture, Mexico 2,3 -- Philippines, India, Southeast Asia |
| Culture is a way of life of a group of people who share similar beliefs and customs. | Who are “heroes” and what do they reveal about a culture? | N - 3 -- heroes in life and in story 5,6 -- voices from the margin of society |
| | What are the significant symbols and icons of cultures? How do arts reflect and shape culture? | 2,3 -- Philadelphia heroes in murals/portraits 4 -- masks of Ancient Egypt 5,6 -- baseball in song, verse, and art |
| When cultures meet there is an exchange and /or clash, which has intentional and unintentional consequences. | What happens when cultures collide? Is conflict inevitable? Desirable? | 3,4 -- Lenape culture 5,6 --westward expansion (USA) and its consequences, immigration |
| Conflict resolution can involve aggression, compromise, cooperation, and change. | How is conflict within and between cultures similar to conflict between individuals? | N - 2 -- friendship 5,6 -- Oregon Trail simulation, “View from the Oak: Private World of Other Creatures” |
| | What are the consequences of using aggression to solve conflicts? What are the alternatives to aggression? | K - 6 -- Good of the School meetings 5,6 --peace and conflict resolution, peer mediation |
| The development and spread of religions influences the character of civilizations. | How do religions express and form cultural values? How can belief influence action? | 3,4 --Greek mythology 5,6 -- Western Africa and the rise of Islam, civil rights |

| PEOPLE, PLACES, AND ENVIRONMENTS | | |
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| Nations and regions around the world can be analyzed spatially using maps, globes, and other images and models. | Where are places located? Why are they located where they are? How do geographic features affect the location of places? | N,K-- study of neighborhoods 1 -- Miqon habitat and habitats around the globe N - 6 -- the effect of human habitation on environments and creatures |
| | What do we mean by region? How are boundaries and places decided and named? | see attached geography scope and sequence |
| | How do regions and boundaries change over time? How do these changes influence people? | 5,6 -- Ancient Rome, American Civil War |
| Cultures are often shaped by their environment: location, resources, climate, terrain. There is a relationship between the consumption and conservation of natural resources. | How does the environment affect the culture? How does a culture affect the environment? | N - 2 -- how animals and plants are used in making fiber N - 4 - how food is grown, processed, and distributed 5, 6 - structures, architecture, design |
| People explore, migrate, or emigrate for varying social, political, and economic reasons. | What might be some of the greatest challenges and rewards for immigrants to a new place? How might various immigrant groups from different periods of history have answered this question? | 5,6 -- immigration, westward expansion (19th century America) |

| INDIVIDUAL DEVELOPMENT AND IDENTITY | | |
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| Ethical values, cultures and institutions shape identity and behavior. | Who am I? Who decides my identity? | N -- our skin 5,6 -- human development and sexuality |
| | How does my understanding of who I am change over time? What turning points determine our individual pathway to adulthood? | N - 6 -- self-portraits in art and in writing 5,6 -- human development |
| | How do my personal decisions create and reflect my identity? | 5,6 -- “Changes and Choices” |

| INDIVIDUALS, GROUPS, AND INSTITUTIONS | | |
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| Families are the first social context in which people live, and the structure and culture of families differ widely. | How do our families explain who we are? How are they similar and different? | N - 2 -- families studies |
| | What are the roles and responsibilities in families and other groups? | N - 6 -- repeated group meetings to establish boundaries and expectations 5,6 -- Life Skills projects |
| Cultures have different ways of fulfilling basic goals such as housing, education, and social order, but there are many features in common across societies and time periods. | How does culture explain who we are? How are our sub-cultures similar and different? | 5,6 -- comparison study of ancient Celts and Romans |

| POWER, AUTHORITY, AND GOVERNANCE | | |
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| People develop systems to manage conflict and create order. | How are roles and responsibilities established and communicated in groups? Why do we have rules and laws? | N, K -- what it means to be a friend N - 1 -- reading signs |
| | What is power? How is it gained, used, and justified? | 5,6 -- Constitution and structure of U. S. government |
| | Why have governments been created? What are the basic structures of our government? | 3,4 - Ancient Greece 5,6 - Romans, the US Constitution |
| Governments are structured to meet the basic needs of people in a society. | What should government provide? Who should pay and who should benefit from these things? | 5,6 - the US Constitution, The Great Depression |
| Citizens can have important roles in maintaining and changing their governments. | How is government maintained and changed? | 4 - 6 - mock elections |
| | How do different systems vary in their relationship with citizens and in their tolerance for change? | 5, 6 - the US Constitution and Bill of Rights, current events via <i>Junior Scholastic</i> |
| Revolutions typically stem from instability and inequality. | What is a revolution? What causes people to revolt? | 4 - 6 - Colonial America, the American Civil War, immigration, current events |
| | When is it acceptable for people to overthrow a government? | |

| PRODUCTION, DISTRIBUTION, AND CONSUMPTION | | |
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| Individuals & groups attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources. | What is the difference between “needs” and “wants”? | 5,6 -- choosing a Kiva donation recipient |
| | How does something acquire value? How much should it cost and why? | 5, 6 -- supply and demand; stocks and the stock market |
| | Why do we have money? Are there other ways to demonstrate value? | 1,2 -- recognizing and counting money 5,6 - creating currencies for imagined culture; international currency; salt, gold, cattle as wealth; silent barter in West Africa |
| Decisions concerning the allocation and use of economic resources impact individuals and groups. | How does supply and demand affect production, distribution, and consumption? | 1 - 3 -- “wasteless lunches” 5, 6 -- The Great Depression |
| Cultural values are expressed in expectations about work and compensation. | Why do people work? What are the purposes of work? | 5, 6 --child labor and history of work |

| SCIENCE, TECHNOLOGY, AND SOCIETY | | |
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| Scientific and technological developments affect people’s lives and the environment, and transform societies. | What social, political, and economic opportunities and problems arise from changes in technology, now and in the past? | 1 -- habitats 3,4 -- Lenape and changes to way of life 5,6 -- Industrial Revolution |
| Progress is defined by cultural interpretation. | Is new technology always better than that which it will replace? | 5,6 -- study of work across history, debates about current events |
| As the systems of global communities become more interdependent, decisions made in one nation or region have intentional and unintentional implications for all regions and nations. | How do people respond to changes in technology and to the increased pace of that change? | 5,6 -- Industrial Revolution, inventions, |
| | How do we manage technology, enhancing its value and mitigating its challenges? | 5,6 -- lessons about safety and etiquette around personal use of technology |

| GLOBAL CONNECTIONS | | |
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| Culture is both a unifying and divisive force in human relations. | How do interactions between cultures and nations help some and harm others? How is this evident in the past and in the present? | 3 - 6 -- Columbus Day, the real story of Thanksgiving, studies of native cultures |
| Local, national, and international relationships are affected by economic transactions. | How do cultures and nations depend on each other to fulfill needs and wants? | 5,6 -- current events |

| CIVIC IDEALS AND PRACTICES | | |
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| In the United States, it is the responsibility of citizens to participate in government and society. | What are the rights and responsibilities of individuals in our culture? How are these established, protected, and expressed? | 5, 6 -- Bill of Rights |
| | How do citizens care for one another and create a safe, nurturing society? | N, K -- helpers and protectors 2,3 -- Cradles to Crayons work 5, 6 -- Kiva and UNICEF projects |
| Democratic societies must balance the rights and responsibilities of individuals with the common good. | How can abuse of power be avoided? Should the majority always rule? | 5,6 -- checks and balances in US governmental structure, internment of ethnic Japanese in WWII |
| | What behaviors or systems should be restricted or regulated? Who decides? | 1-6 -- Civil rights, women's suffrage |