

OASIS Social Studies Check Lists of Target Based Learning Activities

OASIS Families appreciate the flexibility to cross grade level and topic lines in their Social Studies learning, which allows multiple students at different grade levels to work on the same topic together (...and it's more fun that way!).

This document lists all State Standards for what K-8 students should know and be able to do in Social Studies. Use this document to track Social Studies skills and topics as your students address each over the years and across the grades.

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Social Studies Kindergarten, 1st and 2nd Grades</p> <p>Topic: Self and School Community (Near and Far, Now and Then) is designed for Kindergarten students, but can also be covered in grades 1 or 2. Note that skills and activities will need to be extended if using with 1st and 2nd graders.</p> <p>Civics:</p> <ul style="list-style-type: none"> → Discuss rules and purposes for rules in classroom and playground situations, practice fairness by sharing supplies → Use rules when making choices about behavior <p>History:</p> <ul style="list-style-type: none"> → Create a personal timeline → Create classroom or family timelines over a day, week and year <p>Skills:</p> <ul style="list-style-type: none"> → Brainstorm questions about rules → State own viewpoint about rules and fairness and listen to viewpoints of others → Retell a sequence of events that happened over time <p>Topic: Families (Near and Far, Now and Then) is designed for 1st grade students, but can also be covered in kindergarten and 2nd grade. Note that skills and activities will need to be adapted if using with 2nd grade or kindergarten.</p> <p>Economics:</p> <ul style="list-style-type: none"> → Help make choices about purchasing groceries <p>Geography:</p> <ul style="list-style-type: none"> → Identify continents and major bodies of water, explain how climate and natural resources determine type of homes and food → Explain why families choose to move to a different home <p>History</p> <ul style="list-style-type: none"> → Create and explain a family timeline with major events and celebrations <p>Skills:</p> <ul style="list-style-type: none"> → Use questions and discussion to find out how families live in different cultures, including celebrations, clothing, food → Compare and contrast families around the world using a T-chart <p>Topic: Community (Near and Far, Now and Then) is designed for 2nd grade students, but can also be covered in kindergarten or 1st grade. Note that skills and activities will need to be adapted if using with kindergarten or 1st graders.</p> <p>Civics:</p> <ul style="list-style-type: none"> → Explain a citizen's responsibility to obey laws, the right to live in a safe community, and how to respect rights of others → Explain how following rules at the local park is for the common good → Explain that cities are governed by mayors and city councils, and police and judges enforce laws <p>Economics:</p> <ul style="list-style-type: none"> → Help make choices between wants and needs → Explain the benefits of banks and thrift stores

	<p>Geography:</p> <ul style="list-style-type: none"> → Construct maps that display community information with compass rose, labels and keys → Describe physical features of community (e.g. rivers, lakes, mountains, parks) → Note human interaction with environment (e.g. clearing of land, using farm land for homes, parks for recreation) <p>History:</p> <ul style="list-style-type: none"> → Create timeline of community history and annual events, and people who have shaped history in the community <p>Skills:</p> <ul style="list-style-type: none"> → Explain own point of view about local issues (e.g. littering, speed limits) → Engage in discussions with others to learn about different points of view
	<p>Social Studies 3rd, 4th and 5th Grades Average Hours Per Week: 5</p> <p>Topic: Culture: People, Places, and Environment is designed for 3rd grade students, but can also be covered in 4th or 5th grade. Note that skills and activities will need to be adapted if using with 4th or 5th graders.</p> <p>Civics:</p> <ul style="list-style-type: none"> → Explain value of diversity in community (e.g. range of viewpoints, ideas, customs) → Consider diverse perspectives in community and contribute one's own perspective to discussions <p>Economics:</p> <ul style="list-style-type: none"> → Make charts and diagrams to show how economic systems are influenced by laws, values, customs (e.g. how farming and herding practices of Eastern Woodland peoples reflected their views about the environment; how basket and rug weaving of Southwest tribes contributed to their economy through trade) <p>Geography:</p> <ul style="list-style-type: none"> → Use maps to identify physical features of regions where Plains and Eastern Woodland Indians lived → Describe regions of North America using historical and current maps → Use climate and vegetation maps to show how native peoples interacted with their environment and how environment affected lifestyle, traditions, and beliefs → Compare and contrast regional differences in cultural universals of language, literature, arts, music, games, beliefs, values, education, and economics in regions of North America <p>History:</p> <ul style="list-style-type: none"> → Explain historical cultural contributions of various cultural groups in North America <p>Skills:</p> <ul style="list-style-type: none"> → Evaluate information for clarity and accuracy → Use graphic organizers to organize main ideas and supporting details, engage in discussions about cultural similarities and differences → Draw conclusions using at least two clear, specific and accurate examples in a paper or presentation (e.g. about how different tribes met their needs) <p>Topic: Washington State History is designed for 4th grade students, but can also be covered in 3rd or 5th grade. Note that skills and activities will need to be adapted if using with 3rd or 5th graders.</p> <p>Civics:</p> <ul style="list-style-type: none"> → Learn about the Washington State Constitution including personal rights and freedoms → Critique the effectiveness of some laws (e.g. seatbelt law, smoking ban) → Explain how and why laws are made → Practice civic participation by being informed about issues and voting in elections <p>Economics:</p> <ul style="list-style-type: none"> → Examine historical and current economic issues in our state → Explain the basic elements of our state's economic system → Connect the effects of technology, transportation, and irrigation to other economic elements → Describe state economic connections to other Pacific Rim countries → Draw conclusions about how geography effects economy in our state

Geography:

- Explain how geography influences life in Washington State
- Construct maps of Oregon Trail
- Examine differences of regions in the state (e.g. landforms, climate, natural resources, culture, languages, economics)

History:

- Construct time lines to show events in Washington State history
- Explain contributions of individuals
- Investigate multiple perspectives and interpretations about events
- Connect historical events to the present

Skills

- Use critical reasoning skills and inquiry based research to evaluate information
- Think about individual liberty and public safety in the context of the state law limiting cell phone usage in cars
- Determine accuracy of resources by comparing multiple versions of the Whitman Massacre
- Develop research questions to study the Lewis and Clark Expedition
- List main ideas from primary and secondary sources
- Create a product from well reasoned conclusions about a historical event written from multiple perspectives (e.g. diaries, letters, journals by pioneers moving west)
- Cite sources including title, author, type of source, date published, and publisher

Topic: U.S. History (Pre-colonial Period to Independence) is designed for 5th grade students, but can also be covered in 3rd or 4th grade. Note that skills and activities will need to be adapted if using with 3rd or 4th graders.

Civics:

- Learn about the Declaration of Independence and the US Constitution including key ideals of liberty and patriotism
- Outline and describe the three branches of government
- Diagram how laws are made
- Explain how being informed about public issues relates to rights and responsibilities

Economics:

- Analyze the basic economics of Colonial America including decisions about wants and needs
- Explain how trade effected the thirteen colonies
- Examine the British government's role in the economy of the colonies (e.g. taxes on sugar and tea, the Stamp Act)

Geography:

- Use geography to construct and use maps to understand the location, landforms, climate, natural resources, and cultural characteristics of the thirteen colonies
- Analyze the impact of European colonists' movement to the Americas

History:

- Create timelines to show historical events in US history up to 1776
- Trace major themes in U.S. history: Development of indigenous societies in North America; Encounter, colonization and devastation; Revolution and Constitution.
- Analyze how people from various cultural groups have shaped US history
- Explain how ideas and technology have shaped the US
- Analyze multiple perspectives about historical events
- Explain how historical events influenced the future (e.g. "no taxation without representation" and the initiative process today)

Skills:

- Analyze documents for concepts and purpose throughout history
- Determine relevant facts in forming a position on an issue
- Use essential connections to define significance of researching an issue or event (e.g. research the American Revolution by asking "Why do people want to be free?")
- Create a product that presents multiple perspectives and one's own position on a current or historical issue, in a paper or presentation
- Prepare a list of sources including title, author, type of source, date published, and publisher

Social Studies **6th, 7th and 8th Grades**

Topic: World Geography and World History (Ancient Civilizations) is designed for 6th grade students, but can also be covered in 7th or 8th grade. Note that skills and activities will need to be adapted if using with 7th or 8th graders.

Civics:

- Compare forms of government (e.g. Monarchy and democracy in ancient Greece and Egypt)

Economics:

- Analyze how societies interacted with each other in the past
- Examine the use of natural resources that caused Phoenicians to move
- Compare production and distribution of agricultural goods in Egypt and China
- Explain how demand for spices increased trade along the Silk Roads
- Note the role of government in world economies

Geography:

- Construct and analyze maps to gather information
- Explain human interaction with the environment in ancient times
- Examine technology, traditions, language, social roles, beliefs and values of ancient civilizations
- Compare the factors that led to migration of people in historical times
- Examine historical and geographic context of global issues

History:

- Compare and contrast historical chronology
- Analyze different cultural measurements of time
- Compare the rise of civilizations from 8000 BCE to 600 CE on two or more continents
- Compare the rise of civilizations from 200 CE to 600 CE on two or more continents
- Understand how individuals and concepts from ancient civilizations have shaped history (e.g. impact of Confucius, Buddha, Aristotle)
- Explain how ancient cultures contributed to world history with ideas and technology
- Analyze historical documents, artifacts and events from a variety of perspectives
- Use historical events to understand current issues (e.g. examine how the history of Tse-whit-zen helps us understand current conflict over use of land)

Social Studies Skills:

- Use critical reasoning to understand various positions on issues or events in history
- Evaluate information to support positions on issues and events
- Develop a research question to guide inquiry into a historical event
- Analyze the validity, reliability and credibility of information from a variety of primary and secondary sources
- Engage in discussions that clarify multiple viewpoints
- Create a product that analyzes multiple factors, generalizes and connects past to present to formulate a thesis in a paper or presentation
- Demonstrate ethical responsibility while writing a paper by using one's own words and crediting sources

Topic: World History Continued 600 – 1450 is a one-semester course designed for 7th grade students, but can also be covered in 6th or 8th grade. Note that skills and activities will need to be adapted if using with 6th or 8th graders.

Civics:

- Examine various forms of government and the effects on lives of people (e.g. compare effects of theocracy on people in Islamic Caliphate and the Mayan Kingdom, compare feudalism in Europe and Japan) in 600 – 1450 CE

Economics:

- Examine types of goods, services and resources in Europe and Japan in 600 – 1450 CE

Geography:

- Explain the patterns of human settlement in Middle Eastern and European countries during the Crusades
- Examine cultural diffusion in the world in 600 – 1450 CE

History:

- Examine a major historical event and how it is represented differently from different cultural perspectives (e.g. how the Crusades were seen differently on Christian and Muslim timelines)
- Explain and compare the development of major societies from 600 to 1450 in two or more regions of the world (e.g. Hinduism and Islam, Japan and Europe, Incan Empire and Ghana)

- Explore the causes that have shaped major events in history
- Explain how individuals and cultures have contributed to history (e.g. impact of Muhammad on spread of Islam, how the Mali Empire shaped African history, effects of moveable type on literacy in China)
- Use an event from history to understand a current issue (e.g. how the history of the Islamic Empire helps us understand issues the Middle East today)

Social Studies Skills:

- Create a product that analyzes multiple factors, makes generalizations, and interprets sources to formulate a thesis in a paper or presentation
- Create an annotated bibliography

Topic: Washington State History is a one-semester course designed for 7th grade students, but can also be covered in 6th and 8th grade. Note that skills and activities will need to be adapted if using with 6th or 8th graders.

Civics:

- Understand the key ideals of the Washington State Constitution (e.g. liberty, justice, limited tribal sovereignty, equality)
- Examine previous actions of people and the ideals outlined in the constitution (e.g. the right to due process in the case of citizen support for Gordon Hirabayashi's resistance to incarceration)
- Explain the structure and organization of Washington State government
- Explain effects of civic involvement

Economics:

- Understand economic concepts and systems in personal and state finances
- Develop financial literacy about spending, saving and investing
- Examine production, distribution and consumption of goods, services and resources in the state
- Explain how the forces of supply and demand have affected international trade in Washington State
- Describe the role of government in the economy
- Discuss the distribution of wealth in the state

Geography:

- Apply concepts of geography to analyze maps and charts (e.g. examine maps of the northwest and predict why Japanese internment camps were placed where they were)
- Determine how humans have interacted with the environment in the state (e.g. compare how State suburban and rural communities have impacted the environment)
- Explain the role of immigration in shaping societies

History:

- Analyze themes and developments as organized into eras: Territory and treaty-making 1854-1889, Railroads, reform, immigration, and labor 1889-1930, The Great Depression and World War II 1930-1945, New technologies and industries 1945-1980, Contemporary Washington State 1980 – present
- Explore the causes that have shaped major events in history in Washington State
- Explain how individuals and cultures have contributed to history in the State
- Examine the effects of ideas and technology on historical events
- Analyze multiple perspectives of history
- Use an event from history to understand a current issue

Social Studies Skills:

- Use critical reasoning skills to evaluate positions
- Understand that there is a wide range of perspectives to consider when developing one's own position
- Engage in discussion and Socratic seminar format to analyze and respond to multiple viewpoints about current issues
- Create a product that analyzes multiple factors, makes generalizations, and interprets sources to formulate a thesis in a paper or presentation
- Create an annotated bibliography

Topic: U.S. History and Government (primarily 19th Century) is designed for 8th grade students, but can also be covered in 6th and 7th grade. Note that skills and activities will need to be adapted if using with 6th or 7th graders.

Civics:

- Examine U.S. government documents, including the Declaration of Independence, the U.S. Constitution, and the Bill of Rights, to understand key ideals of life, liberty, pursuit of happiness, rule of law, separation of powers, representative government, popular sovereignty, due process and freedom of expression
- Evaluate historical Constitutional Amendments
- Examine and analyze the structure and power of national government
- Use historical cases to critique the effectiveness of checks and balances
- Define “constitutional democracy” and “constitutional republic” and explain how these terms define U.S. government
- Examine U.S. foreign policy through specific case studies
- Analyze examples of balancing individual rights and the common good

Economics:

- Examine U.S. economics in the past and present
- Analyze how groups and individuals have considered profit and personal values in making economic decisions
- Examine use of immigrant labor building railroads and European demand for animal fur to meet supply and demand
- Understand that governments effect economy
- Consider distribution of wealth and the impact of industrialization on standard of living

Geography:

- Examine human interaction with the environment through historical development (e.g. altering the landscape of Washington D.C. to build the Capitol)
- Explain cultural diffusion in the 19th century (e.g. diffusion of Chinese culture during the Gold Rush)
- Examine the role of migration and immigration on the growth of the U.S. (e.g. as per the California Gold Rush and the transcontinental railroad).

History:

- Understand U.S. history themes and developments as they identify eras
- Analyze causal factors in U.S. history such as: individuals and movements (e.g. Harriet Beecher Stowe, Seneca Falls Convention); cultures and cultural groups (e.g. African cultural and religious customs); technology (e.g. cotton gin, steamship)
- Analyze multiple perspectives and create positions on major events in U.S. history (e.g. causes and outcomes of the Civil War, Mexican War)
- Explain how historical events help us understand a current issue (e.g. how the Sherman Anti-Trust Act helps us understand corporate regulations today)

Social Studies Skills:

- Use critical reasoning and inquiry-based research to address an essential question, gather and evaluate evidence from multiple perspectives, take a position and deliberate a public issue, create a product using resources to support one’s position in a paper or presentation
- Cite sources within the paper or presentation.

Reading and Writing Skills through Social Studies

6th, 7th, 8th Grade Reading in History/Social Studies

Key Ideas and Details

- Gather key ideas and details from a variety of texts and summarize content objectively
- Cite specific textual evidence to support analysis of primary and secondary sources
- Identify key steps in a process description from history or social studies (e.g. how interest rates are raised or lowered)

Craft and Structure

- Define new words and phrases as they are used in history/social studies content
- Determine if a text presents information chronologically, comparatively, or through causal connections
- Identify text that reveals an author’s point of view (e.g. loaded language, inclusion or avoidance of particular facts)

Integration of Knowledge and Ideas

- Integrate visual information with print or digital information
- Accurately recognize fact, opinion, and reasoned judgment, and compare/contrast content from various sources on the same topic
- Analyze the relationship between a primary and secondary source on the same topic

Range of Reading and Level of Text Complexity

- Read and comprehend grade-level informational text independently

6th, 7th, 8th Grade Writing in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

- Write arguments focused on discipline specific content (support claims with logical reasoning and relevant, accurate data from credible sources, provide a conclusion that supports the argument)
- Write informative texts such as narration of historical events, scientific procedures, or technical processes (introduce a topic clearly, organize ideas and information into broader categories, include visuals and multimedia to aid comprehension, provide a conclusion)
- Write in a formal style; use precise language and vocabulary from the area of research

Production and Distribution of Writing

- Writing should be clear, coherent, well organized and developed, appropriate to task, purpose and audience
- Strengthen writing as needed by planning, revising, editing, rewriting
- Use technology to produce and publish writing

Research to Build and Present Knowledge

- Conduct short research projects to answer a question, gather information from several sources, use search terms effectively, assess sources for credibility and accuracy, quote or paraphrase data and conclusions of others, avoid plagiarism
- Cite sources, include a bibliography

Range of Writing

- Write to research, compose, reflect, revise
- Write for a variety of discipline-specific tasks, purposes and audiences