



Standards Overview

Shanghai American School

Social Studies



Grade 4 Social Studies

Standard I Analyze how individuals, groups, and institutions create and change structures of power, authority, and governance

- 1. Explain what citizenship means in terms of membership in/to a country (expatriates) [4]
- 2. Explain how groups and individuals can work together to deal with challenges [5]
- 3. Identify strategies of good leadership

Standard II Explore and apply geographic knowledge and skills

- 1. Identify the physical features of a map [22]
- 2. Describe geographic factors that influence humans [19]

Standard III Recognize how time, continuity, and change affect perspectives and relationships

- 1. Give examples of why particular women, men and children in the past are remembered
- 2. Describe ideas and actions that changed societies in particular times and places [5]

Standard IV Applies economic concepts

- 1. Describe how changes in transportation and communication have affected the trade of goods and services
- 2. Describe the characteristics and locations of

Grade 5 Social Studies

Standard I Analyze how individuals, groups, and institutions create and change structures of power, authority, and governance

- 1. Distinguish between local, state/provincial and national government
- 2. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations

Standard II Explore and apply geographic knowledge and skills

- 1. Describe and explain various types and patterns of settlement and land use and reasons why particular locations are used for certain human activities [4]
- 2. Identify and describe the affects of human migration [2]
- 3. Identify map coordinates [2]

Standard III Recognize how time, continuity, and change affect perspectives and relationships

- 1. Locate and use sources to reconstruct the past [3]

Standard IV Applies economic concepts

- 1. Identify different values people may attach to resources [2]
- 2. Identify divisions of labor
- 3. Explain relationships between the locations of resources and

Grade 6 Social Studies

Standard I Analyze how individuals, groups, and institutions create and change structures of power, authority, and governance

- 1. Describe major issues involving rights, responsibilities, roles, and status of the individuals and social groups [18]
- 2. Explain reasons for changes, and people's motivations for seeking change [19]
- 3. Identify changes in society that have affected people's rights, roles and responsibilities [23]
- 4. Describe how leadership powers are acquired, and used [10]
- 5. Identify mechanisms that establish territory, manage conflict and regulate order and security [13]

Standard II Explore and apply geographic knowledge and skills

- 1. Select and use appropriate geographic tools for specified purpose [23]
- 2. Describe ways that humans have been influenced by geographic conditions [11]
- 3. Identify different

Grade 7 Social Studies

Standard I Analyze how individuals, groups, and institutions create and change structures of power, authority, and governance

- 1. Describe the ways people and groups respond to forces of unity and diversity [57]
- 2. Describe the various forms institutions take and the interactions of people with institutions [65]
- 3. Describe the role of institutions in furthering both continuity and change [56]

Standard II Explore and apply geographic knowledge and skills

- 1. Describe ways that humans have influenced, and be influenced, by geographic conditions [46]
- 2. Use geographic tools and concepts to generate interpret information [37]
- 3. Locate and identify physical and political features of selected regions [54]

Standard III Recognize how time, continuity, and change affect perspectives and relationships

- 1. Use primary and secondary sources to see

Grade 8 Social Studies

Standard I Analyze how individuals, groups, and institutions create and change structures of power, authority, and governance

- 1. Describe the purposes of government and how the powers are acquired, used and justified [17]
- 2. Examine the social contract between citizens and their governments [15]
- 3. Analyze and explain advantages and disadvantages of various forms of government [9]
- 4. Examine ongoing issues involving the rights, roles and status of the individual in relation to the general welfare [19]
- 5. Explore conditions that contribute to conflict and cooperation among nations [12]

Standard II Explore and apply geographic knowledge and skills

- 1. Explain and give examples of voluntary and involuntary movement of humans [4]
- 2. Describe how people create places and institutions that reflect cultural values and ideals [6]
- 3. Use demographic information to analyze and make inferences relative to the characteristics of different

Grade 9 Social Studies

Standard I Analyze how individuals, groups, and institutions create and change structures of power, authority, and governance

- 1. Explain motivations behind changes within society [40]
- 2. Analyze the cause and effect relationships of changes within societal structures [41]
- 3. Identify major responsibilities for domestic and foreign policy [25]

Standard II Explore and apply geographic knowledge and skills

- 1. Apply geographic terminology and skills in relation to history [20]
- 2. Describe how natural boundaries shape history and society [20]
- 3. Explain how human actions impact geography [7]

Standard III Recognize how time, continuity, and change affect perspectives and relationships

- 1. Describe the role of enduring belief systems in society over time [35]
- 2. Interpret events using a variety of sources [36]
- 3. Identify the long and short

renewable and nonrenewable resources and their uses (they are traded, managed, imports and exports) [4]

patterns of population distribution [1]

Standard V Examines cultural practices and human interactions

- 1. Explain how people retain their cultural identity [2]
- 2. Describe various kinds of interactions that occur as a consequence of human migration [2]

Standard V Examines cultural practices and human interactions

- 1. Explain why people attach importance to their culture [4]
- 2. Describe ways in which the movement of people affects the culture of a community [22]

- 4. Locate and identify physical and political features of selected regions [23]

Standard III Recognize how time, continuity, and change affect perspectives and relationships

- 1. Understand how knowledge of the past and its trends can help explain current events [14]
- 2. Use key concepts such as chronology, causality, and conflict to identify patterns of historical change [13]

Standard IV Applies economic concepts

- 1. Describe the role of specialization in the division of labor [15]
- 2. Identify patterns of resource distribution and use (trade, ideas) [19]
- 3. Describe how leadership allocates limited resources among competing needs [10]

Standard V Examines cultural practices and human interactions

- 1. Identify the values and beliefs that motivate individuals and groups [27]
- 2. Analyze ways in which people maintain traditions and resist change [5]
- 3. Draw inferences from archaeological

sources to see persons and events in their historical context [26]

- 2. Recognize cause and effect of key events in selected historical periods [46]
- 3. Understand how knowledge of the past and its trends can help explain current events [35]

Standard IV Applies economic concepts

- 1. Identify the factors that motivate trade a) How did technology and innovation influence trade? [32]
- 2. Identify factors that lead to more organized forms of production and distribution [32]
- 3. Describe how trade influenced the development of economic organizations [64]

Standard V Examines cultural practices and human interactions

- 1. Examine how elements of culture develop during selected periods of history [82]

populations [3]

Standard III Recognize how time, continuity, and change affect perspectives and relationships

- 1. Analyze multiple interpretations of an historical or current event or issue [13]
- 2. Examine historic and current resources including propaganda, editorials, other primary sources for a point of view (i.e., gender, race, immigrant) [11]
- 3. Use knowledge of facts and concepts to establish a point of view, make decisions and/or take action on a public issue [19]
- 4. Understand how knowledge of the past and its trends can help explain current events [2]

Standard IV Applies economic concepts

- 1. Identify/explain fundamental economic concepts (i.e., supply, demand, goods, services, labor, capital private/publish services) [6]
- 2. Distinguish and describe economic systems (i.e., traditional, modern, command, market, informal, formal) [4]
- 3. Explain how values and beliefs influence economic decisions [8]
- 4. Apply economic concepts to explain historic events, current events, and social issues [4]

Standard V Examines cultural practices and

long and short term effects behind the sequence of historical events [39]

- 4. Analyze the impact of change on societies (i.e., politics and economies) [30]

Standard IV Applies economic concepts

- 1. Explain patterns of trade overtime [6]
- 2. Analyze ways in which trade has contributed to economic change in selected societies [8]
- 3. Analyze and evaluate economic issues from a geographical point of view [6]

Standard V Examines cultural practices and human interactions

- 1. Describe the development of cultures in relation to forces of change [28]
- 2. Evaluate the causes and effects of cultural diffusion [13]

evidence
[17]

human interactions

- 1. Explore the relationship between the arts and society
- 2. Analyze examples of tension between expressions of individuality and forces of social conformity
[16]
- 3. Examine how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference
[8]

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