



Cincinnati Hills Christian Academy

Lower School Lower Elementary – Social Studies

Scope and Sequence

Vision: Students acquire an awareness and understanding of the world, its people, and its history and investigate ways the past may influence the present. Within the diverse range of Christian perspective, students explore patterns of human and environmental interaction through history, geography, government, and economics, aware of the interconnectedness of these disciplines. Just as Luke recognized the importance of firsthand accounts in understanding historical events: Luke 1:1-2, “Many people have done their best to write a report of things that have taken place from the beginning,” so too, student learning in the social studies focuses on primary and secondary sources. Technology surrounds students and aids all facets of the learning and presentation process. Students apply Christian principles to examine past and present, local, state, national, and global events, and relationships between these events. Students develop an appreciation for a personal heritage and cultural differences as they evaluate their role and responsibility in God’s creation. Students grow in their ability as Christian citizens to bring reasoned decision-making to a culturally diverse, democratic society, and to a fallen world.

Standards: What a CHCA student will know and be able to do in **Social Studies:** *History:* ●Develop increasingly precise concepts of time: past, present, and future. ●Locate, research, analyze, and interpret both primary and secondary sources to draw conclusions. ●Identify characteristics of civilizations including cities, central governments, religion, job specialization, social classes, arts, public works, and a writing system. ●Demonstrate knowledge of the significant persons and events of history including characteristics of historical periods. ●Apply patterns of continuity, irregularity, and attributed or possible purpose in historical events to an understanding of history. ●Identify and analyze causes and catalysts of change. ●Identify and apply ways peoples and institutions value cultural diversity. ●Develop a historical perspective and awareness of bias. *Government:* ●Recognize the need for government as comparing to rules of behavior to establish order in families, classrooms, and organizations. ●Trace the historical development and structure of the United States Constitution, the division of roles in the federal system, the political processes of the United States government. ●Identify and apply the roles, rights, and responsibilities of US citizenship in various contexts. ●Locate areas of citizen participation in government. ●Recognize different government systems of the world. *Economics:* ●Understand economic concepts of scarcity and opportunity cost, price, supply and demand, unemployment and income, savings, investment, and interest rates. ●Achieve financial literacy so the individual can use knowledge and skills to manage limited financial resources for lifetime financial security. ●Exercise economic decision making as the student is consumer, producer, saver, investor, and citizen so as to analyze costs and benefits in various contexts. ●Demonstrate understanding of the United States Government’s role in US fiscal and monetary policy. ●Identify characteristics of different global economic systems and patterns of economic interdependence on earth. *Geography:* ●Explain the relationship, both positive and negative, between the human and natural environment. ●Choose from various tools to understand the earth’s geography and research, compare and contrast characteristics of places, regions, and human processes, migrations and cultural traits. ●Access, read, interpret, and create maps and geographic representations. ●Apply concepts of global development and economic interdependence to identify and analyze environmental issues. *Theological Integration:* ●Use a Christian theological perspective to understand how the study of social studies and history affects the way we think, live and learn. ●Apply the theological framework of intellectual learning that makes no topic beyond discussion. ●Discuss and apply the role of a Christian citizen in a democratic society and global community. ●Apply what would be the spectrum of Christian theological perspective to world events. Recognize that a theological perspective combines faith and learning. *21st Century Skills:* ●Demonstrate creativity, critical thinking, problem solving, communication and collaboration skills and technology resources to learn and to share learning.



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Kindergarten Topics: Citizenship: working together, rules, responsibilities in society; Family and Friends: likenesses/differences of the world's people, respect for cultural diversity; Holidays; Christian Heritage of the U.S.; Historical Leaders: famous American Presidents, contributions of Martin Luther King Jr; Economics: needs and wants; International Week or Marketplace A.D. (A simulation of life/culture when Jesus lived on earth); computer assisted instruction using appropriate geography resources. (K-Prep at developmentally appropriate levels.)

Grade 1 Topics: Family Life: self, families, communities and societies; Christian Heritage of the U.S.: Pilgrims and early settlers, Colonial America; Roles and Responsibilities of Present and Historical Leaders/Occupations; Famous Americans and Black History; Map and Globe Skills: cardinal directions, map symbols, continents and oceans; Geography and Cultural Studies: country studies (U.S.A. and other countries around the world); Ecology: taking care of God's earth; International Week or Marketplace A.D.; Computer assisted instruction using appropriate websites.

Grade 2 Topics: Relationships: families and friends; Communities: emphasis on geographical, social, economic and civic aspects; Government: the election process, leaders, Washington D.C.; Map skills: use of political and physical maps; Multicultural groups: Native Americans, African Americans, immigrants; Christmas traditions around the world; Ecology: environmental protection, conservation, endangered animals; Economics: need for income, interdependence of consumer and producer; International Week or Marketplace A.D.; computer assisted instruction using the Internet.

Grade 3 Topics: U.S. Geographic Regions: landforms, geographic terms, culture, customs, natural resources; Map Skills: use of different kinds of maps and map keys; Native Americans; Explorers; Ohio history; Colonial America: emphasis on history of the colonies and how geography affected the settlements; Introduction to American Revolution; U.S. Government: local, state, and national; Antarctica; International Week or Marketplace A.D.; use of library and technology resources for various projects.