

FSM SOCIAL STUDIES

Grade/Year	Theme	Guiding Questions	Content	Benchmarks
Kindergarten	Self	<ul style="list-style-type: none"> • What makes me unique? • What makes a family? • What is my role in my community? 	<ul style="list-style-type: none"> • What makes a family • Friendship 	<p>End of 2nd Grade:</p> <p>Research</p> <ul style="list-style-type: none"> • Choosing a topic: <ul style="list-style-type: none"> ○ Choose an age-appropriate topic with the aid of teacher. • Finding and organizing information <ul style="list-style-type: none"> ○ Generate research questions about topic with aid of teacher. ○ Locate resources at child’s reading and skill level with support of teachers and families. ○ Use a table of contents and index to find information on a particular topic. ○ Identify information from resources that addresses research questions. ○ Use an organizational system created by teacher to keep track of research materials.
1 st and 2 nd Grades Year One	Families	<ul style="list-style-type: none"> • How do families around the world live? • How are stories told around the world? 	<ul style="list-style-type: none"> • Pennies for Peace/UN Day • Folktales around the world • Families around the world 	<ul style="list-style-type: none"> ○ Use an organizational system created by teacher to keep track of research materials.
1 st and 2 nd Grades Year Two	Communities	<ul style="list-style-type: none"> • What makes a community? 	<ul style="list-style-type: none"> • Children around the world: communities • Community workers • Resources in our neighborhood 	<ul style="list-style-type: none"> • Sharing information <ul style="list-style-type: none"> ○ Create visual and written pieces that cover some key research information. ○ Orally present information to individuals through a question/answer format. <p>Culture</p> <p>People, Places and Environment</p> <p>Individuals, Groups, and Institutions</p>

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3 rd and 4 th Grades Year One	Equality	<ul style="list-style-type: none"> • What is equality? • Is equality the same as fairness? • How do individuals and groups respond when there is inequality? 	<ul style="list-style-type: none"> • Geography: Maps, Compass, US states, neighborhood • Families, UN Day • Immigration • Research on US Civil Rights 	<p>Global Connections</p> <p>End of 4th Grade:</p> <p>Research</p> <ul style="list-style-type: none"> • Choosing a topic: <ul style="list-style-type: none"> ○ Choose an age-appropriate topic relating to curriculum content. • Finding and organizing information <ul style="list-style-type: none"> ○ Generate a research plan using a variety of teacher-directed strategies. ○ Use at least 3 book and 1 internet sources to find information with aid of teachers and families. ○ Understand the need to evaluate the credibility and usefulness of sources, both print and internet text. ○ Identify information from resources that support research plan. (Reference language arts benchmarks) ○ Paraphrase information in own words. ○ Use notecards to keep track of research information. ○ Cite the title and author of sources in a bibliography. • Sharing information <ul style="list-style-type: none"> ○ Write a report on topic using the writing workshop process of generating at least 2 drafts, seeking feedback from others, and editing for grammatical errors. (Reference language arts benchmarks) ○ Create an independent project at home
3 rd and 4 th Grades Year Two	Awareness	<ul style="list-style-type: none"> • Why is it important to be aware of the Other? 	<ul style="list-style-type: none"> • MN animal research in fall • Families • Quaker Studies • Learning Differences • Ancient World (including research) 	<p>(Continuation of benchmarks from the previous row)</p>

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				<p>with the support of families that demonstrates learning about topic.</p> <ul style="list-style-type: none"> ○ Orally present key information from project and reports to classmates and wider school community and answer direct questions on topic. (Reference language arts benchmarks) <p>Time, Continuity, and Change</p> <p>People, Places, and Environment</p> <p>Individual Development and Identity</p> <p>Global Connections</p>
<p>5th and 6th Grades Year One</p>	<p>Simplicity</p>	<ul style="list-style-type: none"> • How do people decide what they need? • How do people balance their needs and the needs of society? • How do people decide how to use their resources? 	<ul style="list-style-type: none"> • Contemporary World Cultures • World religions • Geography 	<p>End of 6th Grade:</p> <p>Research</p> <ul style="list-style-type: none"> • Choosing a topic: <ul style="list-style-type: none"> ○ Focus research on a variety of topics throughout the year that develop out of classroom curriculum. • Finding and organizing information <ul style="list-style-type: none"> ○ Generate a research plan using a variety of teacher-directed strategies. ○ Use at least 3 book and 1 internet sources to find information with aid of teachers and families. ○ Understand the need to evaluate the

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5 th and 6 th Grades Year Two	Justice	<ul style="list-style-type: none"> • How do people decide what is just? • How do societies organize themselves to be just? 	<p>Minnesota History:</p> <ul style="list-style-type: none"> • Ojibwe, Dakota, Voyageurs • Treaties/Statehood • Conflict: US Dakota War and US Civil War • Land Use: Logging and Mining • Historical Fiction: MN Setting 	<p>credibility and usefulness of sources, both print and internet text.</p> <ul style="list-style-type: none"> ○ Identify information from resources that support research plan. (Reference language arts benchmarks) ○ Paraphrase information in own words. ○ Use notecards to keep track of research information. ○ Cite the title and author of sources in a bibliography. <ul style="list-style-type: none"> • Sharing information <ul style="list-style-type: none"> ○ Write a report on topic using the writing workshop process of generating at least 2 drafts, seeking feedback from others, and editing for grammatical errors. (Reference language arts benchmarks) ○ Create an independent project at home with the support of families that demonstrates learning about topic. ○ Orally present key information from project and reports to classmates and wider school community and answer direct questions on topic. (Reference language arts benchmarks)
				Time, Continuity, and Change
				People, Places, and Environment

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				Individuals, Groups, and Institutions Power, Authority, and Governance Production, Distribution, and Consumption Civic Ideals and Practices
7 th and 8 th Grades Year One	Peace	<ul style="list-style-type: none"> • How do you create peace? • How do groups and governments deal with conflict? • How do you peacefully advocate for change? 	<ul style="list-style-type: none"> • Revolutionary War • UDHR U.S. Government: <ul style="list-style-type: none"> • Presidents • Structure of government • Elections • Constitution 	End of 8 th Grade: Research Culture Time, Continuity, and Change People, Places, and Environment Individual Development and Identity Individuals, Groups, and Institutions
7 th and 8 th Grades Year Two	Integrity	<ul style="list-style-type: none"> • How have societies changed by interacting with each other? • How do I know, keep, or change my values when confronted by counter values? • How do people decide when and how to take 	<ul style="list-style-type: none"> • Self portraits • WW II/Holocaust • History Day • Identity (Race, Gender, Sexuality)/Media Studies 	Power, Authority, and Governance Global Connections Civic Ideals and Practices

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