

Curriculum at a Glance

Social Studies K-5

Social Studies in Darien is largely driven by an inquiry approach. Students will generate questions based upon their curiosity of the world around them in combination with observations about experiences presented by the teacher. This inquiry-based approach offers students the opportunity to expand existing knowledge through authentic, student centered exploration of essential questions. In this instructional framework teachers act as guides and coaches. Various forms of technology are woven into these experiences to give students authentic applications for technology skills. Technological resources are integrated throughout the curriculum to support learning. Process and performance assessments will measure student growth and provide feedback for instructional planning.

The Darien Social Studies Curriculum is integrated with all content areas giving students the opportunity to identify and utilize authentic links between social studies and other academic areas. By seeing the connections between themselves and the world around them, students will be prepared to apply inquiry skills and concepts in more critical ways. Through these connections students will develop a more sensitive and empathetic view of different cultural groups within the and across the world. Additionally through a disciplined inquiry of social studies students might develop an increasingly broad and empathetic understanding of our world.

Unit Name	Content
Study of Ourselves and Others	Kindergarten
<i>History</i> <i>Students will understand themselves and the ways they are connected to others in</i>	Students will examine their personal history and how individuals change over time and will recognize important events in their family and school as represented by a timeline. <ul style="list-style-type: none">● Through a variety of activities, students will identify how and why they have changed academically and physically and notice similarities and differences with others.

<p><i>their home and school.</i></p>	<ul style="list-style-type: none"> ● Students will describe events as they appear in the calendar and discuss the significance of these events in their family and in school. ● Students will participate in classroom celebrations recognizing both national and international holidays.
<p><i>Civics and Government Students will understand themselves and the ways they are connected to others in their home and school.</i></p>	<p>Students will learn to participate in a group, respect the rights of others, and contribute to making rules and guidelines for the classroom and the school.</p> <ul style="list-style-type: none"> ● By creating and following rules in the classroom and school, students will begin to recognize that all groups have rules and will understand the reasons for those rules. ● Students will begin to identify different types of group situations, recognize the appropriate rules and will begin to understand how their actions affect the group.
<p><i>Economics Students will understand themselves and the ways they are connected to others in their home and school.</i></p>	<p>Students will identify earth’s natural resources that can be used or made un-useable through pollution. Students will learn about conserving resources.</p> <ul style="list-style-type: none"> ● Students will begin to tell the difference between needs and wants. ● Students will begin to identify how families and communities provide for their needs and wants. ● Students will be able to identify natural resources and understand the need to protect them. ● Students will participate in activities to understand recycling and conserving our natural resources.
<p><i>Geography Students will understand themselves and the ways they are connected to others in their home and school.</i></p>	<p>Students will develop simple math skills, identify the physical aspects of the world, understand directionality, and demonstrate how they use this knowledge in their everyday life.</p> <ul style="list-style-type: none"> ● Students will observe and identify physical aspects of a map. ● Students will use a legend to identify specific information on a map. ● Students will navigate using a variety of physical and digital maps. ● Students will be able to use the characteristics of a map to identify what it represents.

Unit Name	Content
<i>Family & Local Community</i>	First Grade
<p><i>History</i> <i>Students will understand the importance of community and culture, the roles of community members, and the ways in which various communities work, celebrate, and operate.</i></p>	<p>Students will examine how past and present events influence the traditions of the family, school and community. They will study the American Flag, its significance and appropriate use.</p> <ul style="list-style-type: none"> ● Using specific examples from their families, school and community, students will demonstrate an understanding of traditions, how they developed and why we have them. ● Students will identify several American symbols and their significance.
<p><i>Civics and Government</i> <i>Students will understand the importance of community and culture, the roles of community members, and the ways in which various communities work, celebrate, and operate.</i></p>	<p>Students will understand the roles of group members when establishing rules and the need for rules at home school and community. Students will demonstrate respect for themselves and others.</p> <ul style="list-style-type: none"> ● By creating and following rules in the classroom and school, students will begin to recognize that all groups have rules and will understand the reasons for those rules. ● Students will begin to identify different types of group situations, recognize the appropriate rules and will begin to understand how their actions affect the group.
<p><i>Economics</i> <i>Students will understand the importance of community and culture, the roles of community members, and the ways in which various communities work, celebrate,</i></p>	<p>Students will understand the differences between needs and wants and develop and understanding of how we acquire goods and services.</p> <ul style="list-style-type: none"> ● Students will compare and contrast their needs/wants in different communities where they are members. ● Students will identify the resources, both goods and services, that support finding the goods and services that members need and want in different communities.

<p><i>and operate.</i></p>	
<p><i>Geography</i> <i>Students will understand the importance of community and culture, the roles of community members, and the ways in which various communities work, celebrate, and operate.</i></p>	<p>Students will understand the function of maps and globes and recognize various elements of geography including basic land and water forms and cardinal directions.</p> <ul style="list-style-type: none">● Students will learn the features of maps and globes and the process for using them.● Students will use the features and symbols of maps and globes to identify locations and movement from place to place.● Students will study instances when and why maps have changed.

Unit Name	Content
<i>National Communities</i>	Second Grade
<p><i>History</i> <i>Students will understand features of urban, suburban and rural communities from historical, economic, and geographical perspectives drawing on examples of communities across the United States .</i></p>	<p>Students will explore how rural, suburban and urban communities developed over time and how they are alike and different.</p> <ul style="list-style-type: none"> ● Students will compare and contrast various types of communities, rural, urban, suburban, to identify their similarities and differences. ● Students will be able to explain how past historical events impact present day communities. ● Students will research national holidays with the goal of describing how they are celebrated in a variety of communities.
<p><i>Civics and Government</i> <i>Students will understand features of urban, suburban and rural communities from historical, economic, and geographical perspectives drawing on examples of communities across the United States .</i></p>	<p>Students will examine the roles of citizenship in urban, suburban, and rural communities and understand how they participate in decision-making, problem-solving, and conflict resolution.</p> <ul style="list-style-type: none"> ● Students will be able to identify similarities and differences in rules and laws of urban, suburban and rural communities. ● Students will describe and give examples of how each type of community uses their rules and laws to make decisions, solve problems and resolve conflicts. ● Students will be able to describe the impact on the organization and safety of a community when citizens fail to follow the rules/laws.

<p><i>Economics</i> <i>Students will understand features of urban, suburban and rural communities from historical, economic, and geographical perspectives drawing on examples of communities across the United States .</i></p>	<p>Students will examine how the production and acquisition of goods and services differs among communities. Citizens make decisions about the use of taxes.</p> <ul style="list-style-type: none">● Students will compare and contrast the differences among rural, urban and suburban areas and explain why people might move from one area to another.● Students will explain how different occupations contribute to a marketplace in urban, rural and suburban communities (jobs that produce goods vs jobs that provide services).● Students will explore how taxes are collected and utilized in various communities (rural, urban and suburban).
<p><i>Geography</i> <i>Students will understand features of urban, suburban and rural communities from historical, economic, and geographical perspectives drawing on examples of communities across the United States .</i></p>	<p>Students will understand how environmental and geographic factors affect the development, growth, and sustenance of communities.</p> <ul style="list-style-type: none">● Students will explain how the economy (goods, services, taxes) of a community developed in a particular way because of its unique environmental and geographic features.● Students will compare and contrast how the lives of two families from distinct communities are similar or different because of their geographical location.

Unit Name	Content
Study of World Communities	Third Grade
<p><i>History</i> <i>Students will understand diversity in the world through a study of the social, political, geographic, economic and historic characteristics of different world communities.</i></p>	<p>Students will examine political, economic, and cultural similarities and differences of world communities and how they developed. Create timelines to illustrate how world communities change over time and map important events in their development.</p> <ul style="list-style-type: none"> ● Students will compare and contrast the development of two different world communities. ● Students will track the movement of a group of people from one community to another using a timeline to explain why they made the change and how it affected their lives. ● Students will trace immigration patterns between two communities over time and place including the social and cultural characteristics that were passed on from one community to the other.
<p><i>Civics and Government</i> <i>Students will understand diversity in the world through a study of the social, political, geographic, economic and historic characteristics of different world communities.</i></p>	<p>Students will explore and compare how people in world communities form/operate governments, identify leaders and resolve conflicts. Identify and compare how people in world communities exercise their rights and responsibilities.</p> <ul style="list-style-type: none"> ● Students will compare and contrast two world communities to identify how their government systems (executive, judicial, legislative) influence the lives of citizens. ● Students will identify a contemporary issue and explain how the citizens in a particular world community might view/resolve that issue given their social and political structure.
<p><i>Economics</i> <i>Students will understand diversity in the world through</i></p>	<p>Students will study how world communities organize themselves and make decisions about production, distribution and consumption of goods and services to meet the economic needs and wants of their</p>

a study of the social, political, geographic, economic and historic characteristics of different world communities.

members. Examine how providing goods and services are determined by environmental and geographic features of a world community.

- Students will identify and compare two world communities to highlight differences in the process/structures they use to provide for the economic needs and wants of their citizens.
- Using the same two communities, students will identify how the environment and geographic resources of the communities impacted the provision of goods and services.
- Students will examine how people in world communities trade or barter for their needs.

Geography
Students will understand diversity in the world through a study of the social, political, geographic, economic and historic characteristics of different world communities.

Students will understand identify significant environmental and geographic features of world communities and examine how they have an impact on the development and growth of those communities. Compare how people in world communities have utilized or modified environmental and geographical features to support their existence.

- Students will explain how a world community has developed and adapted to its geographical location and natural resources.
- Students will examine how geographical features in a world community change over time naturally and because of human activity.

Unit Name	Content
Study of Connecticut and Regions of the United States	Fourth Grade
<p style="text-align: center;"><i>History</i></p> <p><i>Students will understand the development of Connecticut's state history, geography, governance, citizenship and economy and compare them to similar features of other regions/ states of the United States.</i></p>	<p>Students will analyze the significance of historical people, places and events in the growth and development of Connecticut and other regions/states of the United States. Create timelines to illustrate change over time.</p> <ul style="list-style-type: none"> ● Students will explain and describe how the nature of a region was shaped both economically and culturally by patterns of immigration and compare that information to the development of as a region. ● Students will outline the development of a region in the according to major historical events and compare the outline with one of to note similarities and differences.
<p style="text-align: center;"><i>Civics and Government</i></p> <p><i>Students will understand the development of Connecticut's state history, geography, governance, citizenship and economy and compare them to similar features of other regions/ states of the United States.</i></p>	<p>Students will study and develop an understanding of the basic form and function of the government of Connecticut and that of the United States and an understanding of the responsibilities of citizenship.</p> <ul style="list-style-type: none"> ● Students will trace the development of the structure and functions of the government of , identifying its essential components and their functions. ● Students will discuss and describe how the government balances the rights of individuals with the common good. How is this process similar or different in government as compared to the government? ● Students will explain how citizens both individually and collectively influence government policy. Can an individual make a difference?

<p><i>Economics</i> <i>Students will understand the development of Connecticut's state history, geography, governance, citizenship and economy and compare them to similar features of other regions/ states of the United States..</i></p>	<p>Students will examine and understand the connection between the natural resources of each region and their impact on the economy of that region. Develop an understanding of how regions of the United States are interdependent and support production, distribution and consumption of goods and services nationally.</p> <ul style="list-style-type: none">● Through a study of the economy of and surrounding regions, students will learn how people in a state, region, or country identify and use resources to meet their needs.● Students will investigate the interconnection of various regions of the and their interdependence on each other for the production, distribution and consumption of goods and services.
<p><i>Geography</i> <i>Students will understand the development of Connecticut's state history, geography, governance, citizenship and economy and compare them to similar features of other regions/ states of the United States.</i></p>	<p>Students will identify and compare the environmental and geographic features of Connecticut with other regions/states of the United States and their impact on the economic, cultural, and historical development of these regions.</p> <ul style="list-style-type: none">● Students will identify the environmental and geographic features of and a state in another region of the to compare how they impacted the development of those regions.● Students will explain how humans and the environment are affected by each other by tracing the growth of regions of the according to their geographical features like mountains, waterways, weather patterns, etc.

Unit Name	Content
<p align="center">Study of the Discovery, Founding and Early Development of the United States</p>	<p align="center">Fifth Grade</p>
<p align="center"><i>History</i> <i>Students will study the major events and trends in the discovery, founding and early development of the United States.</i></p>	<p>Students will Trace the development of the United States from exploration to westward expansion and discuss resulting changes in the lives of Europeans and Native Americans with a focus of historical people, places, and events. Use timelines to illustrate changes over time.</p> <ul style="list-style-type: none"> ● Students will be able to understand through investigation various theories about the origins and migration of early Native Americans. ● Students will be able to compare and contrast traditions, customs, values and government of Native American tribes across the various regions of . ● Students will understand geographic and climatic impact on Native American ways of life and survival.
<p align="center"><i>Civics and Government</i> <i>Students will study the major events and trends in the discovery, founding and early development of the United States.</i></p>	<p>Students will examine how exploration, colonization, and the quest for independence have shaped the development of the society and government of the United States with a focus on the creation of our nation and its constitution.</p> <ul style="list-style-type: none"> ● Students will be able to explain how events in motivated individuals to explore the unknown. ● Students will be able to explain the impact of European exploration on both the new and the old world. ● Students will compare and contrast Native American life before and after the arrival of the European Explorers.

	<ul style="list-style-type: none"> ● Students will examine and look through both a Native American and European lens to understand and compare both perspectives. ● Students will be able to analyze the cultural interactions between Native Americans and European explorers, and explain the negative and positive effects of these interactions.
<p style="text-align: center;"><i>Economics</i> <i>Students will study the major events and trends in the discovery, founding and early development of the United States.</i></p>	<p>Students will explain the economic conditions that influenced exploration, colonization and the quest for independence. Examine, over time, the environmental impact of colonization of North America and identify means for conserving and protecting natural resources.</p> <ul style="list-style-type: none"> ● Students will be able to demonstrate an understanding of Dutch, English, French and Spanish patterns of colonization. ● Students will be able to explain the reasons why colonists came to the and the expectations they set for themselves while living here. ● Students will be able to analyze how environmental and human factors accounted for differences in the cultures and economies of the various colonies. ● Students will be able to trace the arrival of Africans in the English colonies in the 17th century and the increase in the slave trade during the colonial period. ● Students will be able to compare how English settlers interacted with Native Americans and Africans in the and explain how these interactions continue to affect these groups today. ● Students will be able to analyze how family, church, work, community life and governments evolved in the colonies.
<p style="text-align: center;"><i>Geography</i> <i>Students will study the major events and trends in the discovery, founding and early development of the United States.</i></p>	<p>Students will Explore the impact of the geography of North American on the discovery, founding and early development of the United States and how settlers utilized or modified the environment and geographical features to support their existence.</p> <ul style="list-style-type: none"> ● Students will be able to analyze the various events that led to an escalation of conflict resulting in the American Revolution. ● Students will know how the colonists and their leaders prepared for war with . ● Students will be able to differentiate between the colonists' conflicting attitudes and positions toward

	seeking independence (e.g. loyalists, patriots, undecided).
--	---