



# SOCIAL STUDIES

At Rashi, Social Studies is the exploration of human experience – in our classrooms, communities, and in the larger world. Through the disciplines of history, geography, and culture, Rashi students study the ways in which our world, past and present, influences who we are today – as Jews, as Americans, and as global citizens. Students discover through research, literature, presentations, class discussion and hands-on projects, that there is no one human experience and that our understandings of facts, opinions, and ideas are informed by perspective, history, and culture.

## KINDERGARTEN

### *Students will be able to....*

- Identify and describe the relationship between a map and a globe.
- Identify his/her street address, city or town, and Massachusetts as the state and the United States as the country in which he /she lives. Identify the Rashi School and the city in which it is located.
- Describe the location and features of places in the immediate neighborhood of his/her home or school.
- Create maps and 3-dimensional models to plan an ideal neighborhood, including at least 5 institutions such as grocery store, religious sites, firehouse, hospital, school, bank, and gas station.
- Identify and describe family or community members who promote the welfare and safety of children and adults.
- Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.
- Demonstrate understanding that there are important American symbols by identifying: the American flag, the melody of the national anthem, the picture and name of the current president, the words of the Pledge of Allegiance.
- Describe why and how Americans celebrate the holiday of Thanksgiving, explaining the struggles and needs of the early settlers and the role of Native Americans in helping them survive.
- Recognize and address the basic human need for food and how different people meet their needs, depending on different economic status.
- Describe the Jewish social responsibility to care for the needy, as delineated in the *mitzvot*.
- Identify multiple, specific ways to address the problems of hunger from both Jewish and civic perspectives.
- Describe how the food we eat is produced by tracing its origin from seed to table.
- Give examples of different kinds of jobs that people do, including the work they do at home.
- Explain why people work (e.g. to earn money in order to buy things they need/want).
- Give examples of things that people buy with the money they earn.

# GRADE ONE

## *Students will be able to....*

- Locate Washington DC on a map of the United States and identify it as the capital of the United States of America; locate Boston on a map of the United States and identify it as the capital of Massachusetts.
- Locate Israel on a world map and describe Israel as *Eretz Israel*. Locate Jerusalem on a map of Israel and identify it as the capital of Israel.
- Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people.
- Identify the current Prime Minister of Israel, describe what prime ministers do, and explain that they get their authority from a vote by the people, similar to the president of the United States.
- Recite the Pledge of Allegiance, explain its meaning, and sing national songs such as America the Beautiful, My Country 'Tis of Thee, God Bless America, and The Star Spangled Banner.
- Demonstrate the ability to sing *Hatikva* and other "Israel" songs.
- Describe the qualities and distinctive traits of famous Americans of different ethnic groups, faiths, and historical periods, after reading or listening to stories about them.
- Describe the qualities and distinctive traits of famous Israelis of different ethnic groups, faiths, and historical periods, after reading or listening to stories about them.
- Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families.
- Recognize and address the basic human need for food, shelter and clothing, and describe how different people meet their needs, depending on different economic status and cultural/national identity.
- Describe the growth, distribution and consumption of apples and relate this to the significance of the Rosh Hashanah tradition of apples and honey.
- Describe the historical and contemporary methods of production for wool, textile and clothing.
- Describe the historical and contemporary methods of creating shelters and the variety of shelters in the world.
- Describe factors that impact how shelters are designed and built (i.e., weather, available materials and resources, cultural beliefs).
- Describe the social justice connection with the need for clothing.

## GRADE TWO

### *Students will be able to....*

- Describe how maps, atlases, and globes are used to communicate information in different ways.
- Identify map features (compass rose, symbol key, scale) and use them to read maps and globes.
- Know that an atlas is a resource for geographic information and use the index correctly to find specific locations.
- Locate major rivers in the world, including the Mississippi, Amazon, Yangtze, and Nile, and describe similarities and differences among the cultures living along these rivers.
- Explain why Native Americans settled along the Charles River and how they met their basic needs for food, clothing, and shelter through the use of natural resources found in that environment.
- Explain why Colonists settled along the Charles River and contrast their riverside life to Native American culture.
- Describe how Colonial settlers and Native Americans along the Charles River related to – and made an impact on – one another.
- Compare and contrast Native American and early Colonial life in Massachusetts (to 1820) with our lives today.
- Identify and describe modern uses of the Charles River.
- Describe the impact of settlement on river environments in both ancient and modern times.
- Recognize water resource challenges around the world and identify people and organizations taking steps to make fresh, clean water available to all living things.
- Describe the Holocaust as a time when Jews and others lost their human rights.

# GRADE THREE

## *Students will be able to....*

- Locate all continents and oceans on a map of the world.
- Locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges on a map of North America.
- Locate the current boundaries of the United States (including Alaska and Hawaii) on a map of North America, and locate regions throughout the continent.
- Identify the states, state capitals, and major cities in each region of the United States.
- Describe the climate, major physical features, and major natural resources in each region of North America.
- Identify and describe the unique features of the United States (e.g. the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park).
- Identify Washington, D.C. as the capital of the United States and locate it on a map of the United States.
- Locate Canada (and its provinces) and Mexico on a map of North America.
- Locate all Western and Eastern European countries on a map of Europe.
- Describe the diversity of the American people by identifying contributions to American culture of at least three indigenous peoples in different areas of the country.
- Describe the diversity of the American people by identifying distinctive contributions to American culture of major immigrant groups, locating their countries of origin and where they tended to settle in large numbers.
- Describe causes of major waves of immigration of Jews from Eastern Europe to the eastern United States, and describe the varied experiences of immigrants.

# GRADE FOUR

## *Students will be able to....*

- Locate the continent of Africa and the oceans around it on a map of the world; locate the regions of Africa, and major countries and cities in Africa, on a map of Africa.
- Discuss modern Ethiopia by describing its geography, natural resources, economy, ethnic and religious groups, native cultures, languages, and history.
- Describe the history of Ethiopian Jews, and the circumstances that led to the immigration of Ethiopian Jews to Israel.
- Discuss modern Madagascar by describing its geography, natural resources, economy, ethnic and religious groups, native cultures, languages, and history.
- Describe the development and effects of the trans-Atlantic slave trade to the United States.
- Locate Central and South Asia on a map of the world; locate major geographical features, and countries and major cities in Central and South Asia, on a map of the region.
- Discuss modern China by describing its geography, economy, ethnic and religious groups, languages, and history.
- Identify the distinctive contributions to American culture of Asian immigrant groups in the 19th and 20th centuries, locating countries of origin and where in America they settled in large numbers.
- Locate the Middle East on the map of the world; locate major bodies of water and countries and major cities in the Middle East on a map of the Middle East.
- Discuss modern Israel by describing its geography, economy, ethnic and religious groups, languages, and history.
- Define a homeland, and apply this definition to Israel for Israeli Jews and Jews around the world living outside of Israel.
- Describe Zionism, and identify the reasons that Israel is a homeland for the Jews, including Hatikva and the symbols of Israel.
- Identify Israeli regions and cities, as well as politically caused changes in the nation's geography and cultural/religious landmarks.

# GRADE FIVE

## *Students will be able to....*

- Construct and interpret a timeline spanning ancient civilization to the modern day as a tool in understanding the magnitude of historical time.
- Describe how the use of handmade and naturally occurring tools led to humans' physical and intellectual growth, allowing human societies to progress from hunter/gatherer cultures to established and stable agricultural societies.
- Explain the importance of geographic features to the development of ancient and modern civilizations, including climate, weather, water access, and fertile soil.
- Identify the characteristics of civilizations: the presence of geographic boundaries and/or political institutions; an economy that produces food surpluses; a concentration of population in distinct areas or cities; the existence of social classes; developed systems of government, religion, learning, art, and architecture; common written language and a system of record keeping; job specialization.
- Compare and contrast the ancient civilizations of Mesopotamia, Egypt, and Greece based on the above-mentioned identifying characteristics of civilizations.
- Explain ancient civilizations' influence on each other and modern societies through writing, technology, and philosophy.
- Locate important geographical and political features of an ancient civilization and relate its location to a modern map.
- Explain polytheism; compare and contrast with the monotheistic practices of Judaism.
- Describe the important achievements of Mesopotamian civilization and how these achievements have influenced current society: writing; architecture; art; irrigation; the wheel.
- Retell the basic story of the legend of Gilgamesh.
- Describe who Hammurabi was and explain the basic principle of justice in Hammurabi's code ("an eye for an eye"); compare and contrast this code with the laws of Judaism and the United States.
- Identify the levels of social class that existed in Egyptian society, explain how people's daily life was affected by their level on this hierarchy, and understand the importance that social class played in Egyptian society.
- Summarize important achievements of Egyptian civilization: the agricultural system; the invention of the calendar; monumental architecture and art such as the Pyramids and Sphinx at Giza; hieroglyphic writing; the invention of papyrus.
- Describe examples of major accomplishments of ancient Greeks.
- Describe the role and structure of religion in ancient Greece; identify myths and specific characteristics of Greek gods and goddesses, and where and how we see their names today.
- Understand differences between upstander and bystander behavior; identify characteristics of an upstander in both Holocaust and post-Holocaust times.
- Identify the underlying conditions in Germany that led to the rise of Nazism.
- Compare and contrast experiences of Jews who lived in different European locations during the Nazi period.

# GRADE SIX

## *Students will be able to....*

- Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness.
- Describe the rapid growth of slavery in the South after 1800, and analyze slave life and the struggle for freedom on plantations and farms across the South.
- Compare and contrast the Jewish notion of slavery with the treatment of slaves in Africa.
- Summarize the critical developments leading to the Civil War including the Missouri Compromise, the Dred Scott Supreme Court case, the Lincoln-Douglas debates, and the election of Abraham Lincoln.
- Explain the policies and consequences of Reconstruction.
- Explain political and economic factors that contributed to the American Revolution.
- Explain the influence and ideas of the Declaration of Independence.
- Describe how the cultures and economies of the North and South contributed to the divide in politics between these two regions in the early 19th century
- Describe how the Industrial Revolution led to the development of a factory economy, and how the factory economy transformed the Northern states.
- Explain the reasons for the adoption of the Articles of Confederation, including why its drafters created a weak central government.

# GRADE SEVEN

## *Students will be able to....*

- Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I.
- Explain the course and significance of President Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty.
- Explain the agricultural and economic damage caused by the Dust Bowl, and the consequences of the Dust Bowl in relation to the Great Depression.
- Explain how the Great Depression and the New Deal affected American society.
- Identify the rights given to American citizens in the Bill of Rights and analyze how the Supreme Court has interpreted the Bill of Rights differently over the course of American history.
- Describe the origins of the Western government, particularly the law and American legal system, in *Mishna Sanhedrin*.
- Describe the impact of technology on the expansion of cities at the beginning of the 20th century.
- Recognize the period between 1880 and 1930 when more than two million Jews left Europe, as a major event in Jewish history; explain reasons for this huge wave of emigration and immigration to the United States
- Analyze the causes of America's policy of isolationism, and explain how World War I challenged isolationism.
- Describe the various causes and consequences of the global depression of the 1930s including the Stock Market Crash, and analyze how Americans responded to the Great Depression.
- Identify the three branches of American government established by the Constitution; describe the role that each branch plays in preventing an imbalance of political power.

# GRADE EIGHT

## *Students will be able to....*

- Identify the economic, political, and cultural issues that led to the outbreak of World War II.
- Weigh the intent and impact of American policies in World War II.
- Discuss important domestic events that took place during World War II and their impact on American society.
- Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major events of the war.
- Recognize and describe the unique set of circumstances that allowed Hitler's rise to power and how he used legal means to take civil rights away from those he perceived as enemies of the Third Reich.
- Explain how identities, both of individuals and of nations, are formed and defined, and explain the significance of those definitions; explain how democracy, race, and nationalism have shaped how nations define their identities.
- Describe the decisions that resulted in the Holocaust, and relate those decisions to modern day issues of racism, Anti-Semitism, violence, and conformity.
- Apply principles of moral and legal judgment in establishing responsibility for crimes against humanity.
- Describe actions that could contribute to the prevention of future crimes against humanity including: how we remember the past, and how those memories shape the present and future; and choosing to engage in acts of good citizenship.
- Compare and contrast the main tenets of Judaism, Christianity, and Islam, and explain the significance of Israel to each religion.
- Examine the meaning of the word "infidel" from the multiple perspectives of Christians, Jews, and Muslims at the time of the Crusades and in modern context.
- Explain factors contributing to the creation of Israel as a Jewish state.
- Explain the roots of Zionism, and describe the mission of Zionism: a national movement to ensure the return of the Jewish people to their homeland in the state of Israel.
- Describe modern Israel including political parties and structures, population and religious diversity, cultural life (the arts), languages, food, recreation, and architecture.