Trinity Episcopal School

Galveston, Texas

Social Studies

Overview

John Donne's "No man is an island" concept is at the heart of the Trinity Episcopal School Social Studies curriculum. Within the disciplines of History, Government, and Geography, we want students to go beyond the memorization of facts to a larger _understanding of our place in the world_. That Johannes Gutenberg invented moveable type in the 15th century, for example, is important to know but only as a stepping stone toward understanding how technology radically changed civilization. It is also an invitation to appreciate the breathtaking speed with which the world is changing today.   Beginning with our youngest students, we want to teach the _interconnectedness of people_ across culture, space, and time. By the time a student graduates from Trinity Episcopal School, he or she should have a broad knowledge of _past civilizations_ as well as a more detailed knowledge of the _history and government_ of the United States and of the State of Texas. We want our students to appreciate the _rule of law_; not only with knowledge of watershed documents such as the Magna Charta, but with a visceral sense that a peaceful existence can never be taken for granted. The children are our future, so we feel a great responsibility to help our parents raise children who know and value their own heritage, who respect cultures different than their own, and who have a _global outlook_ on the future.

Student Objectives

The **Student Objectives** are organized by the main divisions of the academic discipline.

- **Geography**
Use geographic tools to collect, analyze, and interpret data
Understand the location and characteristics of places and regions
Understand the effects of interaction between people and their
   environments
Understand the characteristics, distribution, and migration of populations

- **History**
  Identify the major eras of history and define their characteristics
  Apply absolute and relative chronology through sequencing of significant
    individuals, events, and time periods
  Compare the cultures of native peoples
  Identify contributions of significant individuals
  Identify individual events, and issues that shape nations

- **Government**
  Identify how the Constitution reflects the principles of popular sovereignty,
    limited government, federalism, separation of powers, and checks and
    balances
  Describe the structure of government at municipal, state and federal levels
  Summarize the rights guaranteed to individuals

- **Citizenship**
  Identify civic responsibilities
  Understand the importance of the expression of different points of view in
    a democratic society
  Describe effective leadership in a democratic society

- **Culture**
  Understand the concept of diversity in race, ethnicity, and religion
  Compare types of uses of technology, past and present
  Identify leaders in science and technology
  Analyze the effects of scientific discoveries and technological innovations
    on the use of resources such as fossil fuels, water, and the land
  Make predictions about economic, social, and environmental
    consequences that may result from future scientific discoveries and
    technological advancements

Each objective should ideally be something that can be repeated in multiple grades until secure. Examples which may be more grade specific should be set off in (*italics and parentheses*) to assist in editing. The scope and sequence of the objective will be indicated on a separate scope and sequence page by the terms in **parentheses and boldface**: Beginning, Developing, and Secure.