

CATHOLIC DIOCESE OF MEMPHIS

K – 8 Social Studies Academic Content

Standards and Indicators with Educator Support

FOREWORD

The mission statement of the Catholic schools in the Diocese of Memphis is:

The Catholic Diocese of Memphis, Tennessee, System of Catholic Schools is committed to quality education in the spirit of Christ in accordance with the teachings of the Roman Catholic Church. Working in partnership with parents and families, we are dedicated to providing a safe and nurturing environment while preparing our students for the future through spiritual, intellectual, physical, emotional and moral formation.

The above mission statement requires that each school provide relevant, meaningful, and quality instruction, not only in the Catholic religion, but also in all academic subjects.

In promoting the implementation of the mission statement, the Assistant Superintendent of Catholic Schools, Sr. Angela T. Lydon, SBS, PhD, researched current trends in education and developed a curricular process and plan to involve principals and teachers.

A volunteer committee of principals was formed to establish curricular parameters. Utilizing the research of professional educational organizations, the committee agreed on the following curricular guidelines. The curriculum would be: systemic, Gospel-based, standards-based, flexible, usable, and adaptable to the needs of individual schools. The principal's committee also suggested the adoption of academic content standards and indicators for all grade levels, PreK – 12. We are sincerely grateful to the following principals for the initial input:

Kathy Brooks, Richard Bush, Sr. Trudy Foster, Gail Fox, Denise Mason, Sr. Noelita McDermott, Darren Mullis, Richard Orians, Barbara Pettit, Jim Pohlman, Sr. Lynn Marie Ralph, Br. Mark Snodgrass, Karen Stimart, George Valadie, and Patricia Wyckoff.

Throughout the 2004-2005 academic school year, curriculum meetings were held at each school. The sessions detailed what curriculum is, how curriculum is developed, what process would be used, and general information about contemporary objectives in

curriculum. Soliciting input was foundational to the meeting structure. All were encouraged to volunteer for the initial core committee that would develop the curriculum during the summer.

The next step in the process was to choose the standards and indicators best suited to our needs. The standards and indicators developed by the State of Ohio for its PreK – 12 schools were selected. The Ohio State Academic Content Standards are coherent and rigorous. They provide a set of clear expectations for students and teachers and they are user-friendly for parents and others. The standards and indicators delineate expectations at each grade level and facilitate the integration of subjects during instruction. Even further, standards and indicators promote educational equity and opportunity for all students.

Developing a systemic curriculum is an enormous undertaking and requires the commitment, hard work, and dedication of skilled professionals who possess a strong knowledge-base in multiple disciplines. The present curriculum document is testimony to this reality and affirms the dedication of the Catholic school educators who gave freely of their time to align the standards, organizers, and grade-level indicators with realistic classroom instructional modes. We extend our deepest gratitude and appreciation to the dedicated educators of the Diocese of Memphis who gave of their time, energy, and expertise to undertake this curriculum project. We cannot thank them enough.

They are:

Jean Rae Bowers, Catherine Mary Brickhill, Alicia A. Brown, Maureen Conley, Sandra S. M. Dawkins, Sr. Judy Franz, SBS, Nancy Gronostaj, Teddi Niedzwiedz, Linda D. Padawer, Barbara Pettit, Susan S. Powell, Jennifer Styers, and Lou Tansey.

We also wish to thank **St. Benedict High School and Christian Brothers High School** for their assistance in helping us complete this project. They willingly shared expertise and resources with us. For their gracious and generous help, we are greatly indebted.

In August of 2005, elementary and middle schools received draft copies of the PreK – 8 language arts, mathematics, social studies, and science curricula. Grade-level meetings at each school were held in September and October. The purpose of these meetings was to explain the curricular format, answer any questions, and solicit input from the teachers and principals. A process for teacher and principal input to take place in the spring of 2006 was developed at these meetings.

During the 2005-2006 academic school year, a process for developing a standards-based curriculum for the high schools was formulated. High school chairpersons and teachers met to structure and plan a standards-based curriculum for required courses. At

present, a draft curriculum has been formulated and will be used during the 2006-2007 academic school year. Input and evaluation will be ongoing as part of the process. We are most grateful for the hard work and dedication of the high school teachers and thank each of them. We thank especially the following chairpersons:

Adrien Alsobrook, Betsy Baker, Sr. Mary Louis Baltz, OP, Cornelius Barnes, Sr. Mary Brigid Burnham, OP, Wesley Corzine, Annette Dabaldo, Jack Grannin, Eileen Huey, John Juniker, Frank Maranise, Loretta McGrail, Patsy Rush, Sam Sharpe, and Peggy Steffan.

The curriculum project of the Diocese of Memphis is truly in its beginning stages. More meetings will occur and more committees will be rallied. The ultimate goal of the project is to provide systemic academic content standards in all major areas of learning -- religion, math, language arts, science, social studies, technology, foreign language, speech, art, music, library and physical education. Agreed upon standards, organizers, and indicators guiding standards-based teaching plans and outcome reporting will change how we deliver instruction and how we assess learning.

As a living document, the curriculum of the Diocese of Memphis will continue to develop and evolve. Above all, it will challenge educators to rethink curriculum and more appropriately meet the needs of the community of children and families we serve in the Diocese of Memphis.

GENERAL INFORMATION

The following is general information which may be helpful in understanding our curriculum and the terminology used.

Standards are general statements of content that all students should know in order to be considered literate in a discipline or subject. (In our curriculum document, the standards are in bold print and numbered in Roman Numerals)

Organizers categorize the standards; they break down the standards into smaller subgroups. (In our curriculum document, organizers are italicized)

Indicators are grade-level specific statements of knowledge that all students should demonstrate at their particular grade level. Indicators serve as checkpoints; they monitor progress for each grade level. (In our curriculum document, the indicators are numbered in Hindu-Arabic numbers)

The standards for language arts, mathematics, social studies and science are listed below.

Language Arts has 10 standards; Mathematics has 5 standards; Social Studies has 7 standards; and Science has 6 standards.

LANGAUGE ARTS STANDARDS

Phonemic Awareness, Word Recognition, & Fluency
Acquisition of Vocabulary

Reading Process: Concepts in Print, Comprehension Strategies, & Self-Monitoring Strategies
Reading Application: Informational, Technical, & Persuasive Text
Reading Application: Literary Text
Writing Process
Writing Application
Writing Convention
Research
Communication: Oral & Visual

MATH

Number, Number Sense, and Operations
Measurement
Geometry and Spatial Sense
Patterns, Functions, and Algebra
Data Analysis and Probability

SOCIAL STUDIES

History
People in Society
Geography
Economics
Government
Citizenship Rights
Social Studies Skills & Methods

SCIENCE

Earth & Space Science

Life Science

Physical Science

Science and Technology

Scientific Inquiry

Scientific Ways of Knowing

CONTENT STANDARDS

The content standards of the Catholic Diocese of Memphis describe essential concepts and skills for students to learn and do in the areas of English language arts, mathematics, social studies, and science. The standards and indicators serve as a framework for designing and implementing meaningful curricula and intentional learning experiences within all school settings. Based on research, these achievable indicators serve as checkpoints for the specific knowledge and the understandings and skills students can demonstrate as a result of their learning at the end of the school year. Therefore, educators must understand the range and scope of content represented by the indicators.

The **design of these standards**, which is the same for all grade levels, **is a continuum from which educators can implement curricula** – taking into account the wide variability of children’s learning experiences, pace of learning, learning styles, knowledge, etc. – **to meet the needs of all students no matter where they fall on the continuum**. Educators must start with a very basic interpretation of the indicators which sometimes involves no more than exposure or introduction to a concept. Since **indicators are grade-appropriate and developmental**, a firm foundation is continually formed on which the educator can then build as the children’s knowledge grows. The skilled educator adds detail and complexity to building children’s knowledge as a higher level of interpretation of the indicators is explored in the curriculum. Through varied learning experiences and opportunities, **educators support individual children’s construction of conceptual knowledge and skills along their developmental path of learning from the point of entry into the content toward the point of performance levels in the indicators**.

It is essential for any successful school program that educators work together in an effort to create a comprehensive and fluid curriculum from the standards. The purpose of this document is to assist educators in the design and implementation of meaningful curricula and intentional learning experiences and practices aligned to standards-based indicators. The list of strategies and ideas to support learners is not comprehensive but serves as a starting point for thoughtful curriculum design and teaching practices.

CATHOLIC DIOCESE OF MEMPHIS CURRICULUM STANDARDS

SOCIAL STUDIES STANDARDS for K

Students will	Educator can support organizer and indicator	Teacher notes
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I. History Standard

Chronology

1. Recite the days of the week.
2. Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.
3. Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool).

Heritage

4. Recognize state and federal holidays and explain their significance.
5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.

- Using a calendar to recite the days of the week.
- Using words, such as “long ago, yesterday today and tomorrow” in the context of the classroom schedule and routine.
- Gathering personal history by using photo albums from birth, toddler and preschool.
- Gathering story books, posters, newspaper, cassette tapes, video tapes and magazines to explain state and federal holidays.
- Providing art projects to children to draw about state federal holidays.
- Providing books, songs, poetry and reading literature about different cultural heritages in the United States.
- Using clothes, costumes, cosmetics and also photo albums to learn about different cultures.
- Providing opportunities for families to share cultural heritages.

II. People in Societies Standard

Cultures

1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.

- Using story books, reading materials about family cultures.
- Creating family photo albums about family cultures.
- Providing family information sheet about family members.
- Gathering culture items from home to bring to the classroom.
- Exploring culture by having a lunch /snack from various cultures.

Diffusion

2. Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts.

- Planning holiday activities basic to different cultures and religions.

III Geography Standard

Location

1. Identify and correctly use terms related to location, direction and distance including:
 - a. Up/Down;
 - b. Over/Under;
 - c. Here/There;
 - d. Front/Back;
 - e. Behind/In front of.
2. Recite home address.
3. Make models and maps representing real places including the classroom.
4. Distinguish between land and water on maps and globes.

Places and Regions

5. Demonstrate familiarity with the school's layout.
6. Describe the immediate surrounding of home (e.g., Streets, buildings, fields, woods or lakes).

Human Environmental Interaction

7. Identify key natural resources that are used in the students' daily lives.

- Selecting books related to location direction and distance.
- Practicing directional concepts by playing direction following games.
- Providing pictures and posters that focus on direction and distance.
- Providing materials and games to help children recite address.
- Having children to recite address daily.
- Using maps, globes, puzzles and story maps from children picture books.
- Providing models of maps that are designed to help children find directions and learn about places.
- Providing materials that children can use to make maps.
- Playing travel games with children.
- Going on a field trip; taking trips around the school and neighborhood.
- Identifying and naming natural resources.
- Providing reading materials that help children recognize natural resources and talk about them, including living and non-living creatures/objects.
- Gathering art materials basic natural resources and which the children use to make projects, such as bookmarks, houses, etc.

<p>IV. Economics Standard</p> <p><i>Scarcity and Resource Allocation</i></p> <p>1. Recognize that people have many wants.</p> <p>2. Explain how people make decisions in order to satisfy their wants.</p> <p><i>Production, Distribution and Consumption</i></p> <p>3. Identify goods and services.</p>	<ul style="list-style-type: none"> • Leading children in discussion of difference between wants and needs. • Leading children to know what is important; an example, It is more important to have food, clothes and shelter than to buy video games. <ul style="list-style-type: none"> • Leading children to become involved in Christian service by donating can goods and clothes for the needy. 	
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V. Government Standard

Roles of Government Rules and Laws

1. 1. Identify authority figures in the home, school and community.
- 2.
3. 2. Recognize symbols of the United States that represent its democracy and values including:
 - a. a. The national flag
 - b. b. The Pledge of Allegiance.

Rules and Laws

4. Identify purposes for having rules and ways That they provide order, security and safety in the home, school and community.

- Leading children in discussion of who is the authority figure at home, school and community. Examples: home, mother and father; school teachers and principals; community, police, firepersons, politicians (when acting within the role assigned to them).
- Providing books, pictures, posters and flags to help children understand symbols related to the United States. Examples: the animal symbol for our country is the bald eagle; red, white, and blue symbolize the American flag and our national heritage; we honor our flag by saying The Pledge of Allegiance.
- Providing books, posters, pictures so that children can understand why it is important to have rules in the home, school and community. Example: following rules helps us to get along with each other and keep safe.

**VI Citizenship Rights and Responsibilities
Standard**

Participation

1. Participate and cooperate in classroom activities.

- Encouraging students to participate in classroom activities, such as, centers and circle time.

Rights and Responsibilities

2. Take personal responsibility to follow directions and rules.

- Developing a sense of responsibility in students for their own needs and the discipline to follow directions and rules.

3. Demonstrate the ability to make choices and take responsibility for personal actions.

- Developing skills that enable students to make good choices and be responsible for these choices at all times.

4. Discuss the attributes and actions of a good citizen with emphasis on:

Trust;
Respect;
Honesty;
Responsibility;
Fairness;
Compassion;
Self-control.

- Leading children into discussion about good citizenship.
- Displaying posters that highlight persons and students who model virtue and good citizenship.

<p>VII Social Studies Skills and Methods Standard</p> <p><i>Obtaining Information</i></p> <p>1. Listen for information.</p> <p><i>Thinking and Organizing</i></p> <p>2. Sort objects or pictures according to appropriate criteria.</p> <p>3. Compare similarities and differences among objects or pictures.</p> <p><i>Communicating Information</i></p> <p>4. Communicate information.</p> <p><i>Problem Solving</i></p> <p>5. Work with others by sharing, taking turns and raising hand to speak.</p>	<ul style="list-style-type: none"> • Developing in students skills to identify and listen for information from the discovery channel, history channel and PBS television. • Providing objects and manipulatives for sorting. • Select certain students; other students note likenesses and differences in clothes, etc. • Providing opportunities for children to share Experiences and knowledge. • Giving children the opportunities to work with others by sharing, taking turns, and raising hand to speak. 	
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SOCIAL STUDIES STANDARDS for GRADE 1

Students will

Educator can support organizer & indicator

Teacher notes

I. History Standard

Chronology

1. Recite the months of the year.

2. Place events from one's own life in chronological order.

3. Distinguish among past, present and future.

- Display a current calendar. Have the children find Memorial Day in May, Labor Day in September and Thanksgiving Day in November and tell on which days these holidays are celebrated. Have children find the month of their birthday. Ask them to name the day that their birthday will be celebrated this year.
- Flip book of the months. Cut out pictures for various holidays and glue the pictures on the date of the special holiday or special event.
- Create a favorite month calendar page. Have the students write the name of their favorite month at the top and then fill in the dates according to a current calendar provided as reference. Have them fill in any holidays that occur during that month. Have them draw a picture that shows why this is their favorite month.
- Have students work in groups of 3 to make a movable strip calendar. One group prepares the month strip by marking off 12 sections and writing the name of a month in each. Another group will prepare the day strip by dividing the strip into seven sections and writing a day of the week in each. The third group will prepare the date strip by writing the numbers from 1-to 31.
- Draw pictures of foods eaten during the day-breakfast, lunch and dinner. Cut out pictures and arrange in order.

- Draw pictures of what the students do on a typical school day and number the pictures in correct order. Punch a hole into the pieces and to tie the pictures together in the correct order like links in a chain.
- Provide students with a large sheet of drawing paper on which they can create their own time lines, ask families to help them prepare a time line of events in their life up to now.

- Give oral statements and children would identify whether statements would be past, present or future. (eg. we woke up –past, we will go home from school – future)
- Give examples of occurrences from their own life as being the past (born, first day of kindergarten, etc.) and state events that will happen in the future (first grade field trips, first communion, graduation, etc.).

<p><i>Daily Life</i></p> <p>4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.</p> <p>5. Compare past and present, near and far, with emphasis on daily life including:</p> <ol style="list-style-type: none"> The roles of men, women and children; The identification of basic human needs; Various ways people meet human needs. 	<ul style="list-style-type: none"> Learn about many different groups to which a person can belong. Children will work with family member to create an ongoing “I belong” collage. Children can use photos, drawings, or magazine pictures for the collage. Assign a topic and children would have to draw pictures of how families met their needs in the past; how did they cook, heat their shelters, etc. Have two pieces of paper –one that is past and one that is present. Children can tell what the role of men, women and children were in the past and what their role is now (for example, men hunted in the past, women cooked food in the black pot over the open flames, and children helped their parents) and now both men and women work outside the home and the children go to school). Make a poster of the basic human needs of food, shelter and clothing. Have children draw pictures of how these needs are met. 	
<p><i>Heritage</i></p> <p>6. Relate stories of the heroism and the achievements of the people associated with state and federal holidays.</p>	<ul style="list-style-type: none"> Have a special day’s parade to understand the concept that some days are special. Have children draw a picture of them enjoying a special day. Next, write the name of the special day on the line. Then tape banner to stick and march to music. Make a poster for each holiday and draw a picture for the holiday. Make a holiday history time line (Like New Years on Jan. 1, Valentines Day-Feb. 14, etc.) Encourage children look at the pictures of the Washington Monument and the Lincoln Memorial. Then invite them to draw a monument or memorial of their own to honor a famous person in history. Encourage children to display and describe their drawings in class. 	

II. People and Cultures Standrad		
<p><i>Cultures</i></p> <ol style="list-style-type: none"> 1. Describe similarities and differences in the ways different cultures meet common human needs including: <ol style="list-style-type: none"> a. Food; b. Clothing; c. Shelter; d. Language; e. Artistic expressions. 	<ul style="list-style-type: none"> • Make a chart of food, clothing, shelter, language and artistic expressions. They will draw pictures showing differences and similarities in the cultures. For example, a grocery store would be how we would get food in our culture and a man with a bow and arrow in another culture. 	
<p><i>Diffusion</i></p> <ol style="list-style-type: none"> 2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture. 3. Describe family and local community customs and traditions. 4. Describe life in other countries with emphasis on daily life, including roles of men, women and children. 	<ul style="list-style-type: none"> • Ask parents from different cultures and backgrounds to come into the classroom to teach the children folktales, music, art, and food from their culture. • Invite various groups, such as Irish storytellers, Latino dancers to perform. • Take field trips to the Italian festivals, Africa in April, Center for Southern Folklore, and Memphis in May. 	

III. Geography Standard

Location

1. Identify and correctly use terms related to location, direction and distance including:
 - a. Left/Right;
 - b. Near/Far.
 2. Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood).
 3. Identify and use symbols to locate places of significance on maps and globes.
 4. Locate the local community, state and the United States on maps or globes.
- Hide an object in the classroom and give directions to find it using the words left-right and near-far.
 - Encourage children to draw a simple map that shows what a room in their house looks like. Have them include items on the map, such as the door to the room and the furniture.
 - Invite children to work in small groups to make a box model of their classroom. Have them include drawings of the furniture.
 - Ask them to draw a map of their classroom based on the model and explain the differences.
 - Ask children to draw three symbols that might be used on a map; for example: a symbol of a post office, a symbol for a bridge, and a symbol for an airplane. Have partners look at each other's symbols and guess what they stand for.
 - Invite children to draw a map key that could be used on a map of their community. Encourage them to draw at least three symbols. Have them write or dictate to tell what each symbol stands for.
 - Challenge children to draw map of a fairy tale community with a key at the bottom using symbols such as castle for the queen, talking trees, etc.
 - Start a map collection and play a guessing game using map key symbols. Cut maps of all kinds from discarded newspapers and magazines. Mount maps on construction paper and arrange them on the shelf. Have the children choose two symbols from any of the maps and duplicate them on index cards. Identify the symbol on the reverse sides.
 - Use an inflatable globe to locate U.S. and general area where their state and community would be.
 - Use several large maps of the U.S. to locate Tennessee.
 - Use several large maps of Tennessee to locate their community.

<p><i>Places and Regions</i></p> <p>5. Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/signals) of places in the community.</p> <p>6. Compare areas within the local community to identify similarities.</p>	<ul style="list-style-type: none"> • Make flashcards of words and drawings to match for the various landforms. • Make models out of clay for each landform. • Make a model of a community in a shoebox and include several landforms, such as lakes or mountains in their model. • Make a model of rural community using plastic farm animals, urban using buildings, stores etc. and suburban using houses. 									
<p><i>Human Environmental Interaction</i></p> <p>7. Describe human adaptations to variations in the physical environment including:</p> <ol style="list-style-type: none"> a. Food; b. Clothing; c. Shelter; d. Transportation; e. Recreation. 	<ul style="list-style-type: none"> • Have people discover possible effects that may occur when people do not have the basic things they need, such as food and water, shelter, clothes. Use a chart to record responses such as: <table border="0"> <tr> <td><u>If We Don't Have:</u></td> <td><u>What Will Happen?</u></td> </tr> <tr> <td>Water and Food</td> <td>Get sick, die</td> </tr> <tr> <td>Shelter</td> <td>No place to sleep/live</td> </tr> <tr> <td>Clothes</td> <td>We would be cold/wet</td> </tr> </table>	<u>If We Don't Have:</u>	<u>What Will Happen?</u>	Water and Food	Get sick, die	Shelter	No place to sleep/live	Clothes	We would be cold/wet	
<u>If We Don't Have:</u>	<u>What Will Happen?</u>									
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<p>IV. Economic Standard</p> <p><i>Scarcity and Resource Allocation</i></p> <p>1. Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.</p>	<ul style="list-style-type: none"> • Demonstrate scarcity by playing environmental games, such as “o deer” that provides so much food; deer go to grab it but what happens to the ones who are left with none? Explore options with the children including that the deer would die or move to a new location. • Relate the above to humans by asking questions about what would happen if there was not enough food or shelter for everyone. • Have a representative from the Salvation Army, Red Cross or a homeless shelter come speak to the class and tell how their organization helps people in need. 	
<p><i>Production, Distribution, and Consumption</i></p> <p>2. Describe the ways people produce, consume and exchange goods and services in their community.</p>	<ul style="list-style-type: none"> • Take children to visit a grocery store. Ask the storeowner to show children how goods get to the store and how they are unpacked and arranged on the shelves. • Ask a parent who makes a living by transporting goods or people to speak to the class and describe their job. Some examples, might be a bus or taxi driver, a pilot, a train conductor, etc. • Visit a local clothing store and ask storeowner to tell where they get the clothes. • Visit a transportation warehouse or company such as Fed Ex to explain how goods are transported. 	
<p><i>Markets</i></p> <p>3. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.</p>	<ul style="list-style-type: none"> • Chart the most popular items bought in a local store. • Discuss how people spend money and point out the difference between needs and wants. Ask the children to come up with a list of things for the class to buy with \$10.00. • Make a play store to understand the concepts of making choices and using money. • Ask children to brainstorm ways of getting goods if they had no money such as offering a service like doing chores, trading one thing for another. 	

V. Government Standard

Role of Government

1. Recognize the role of authority figures in providing for the safety and security of individuals.

- Tell children they are going to vote to decide who will do jobs in the classroom. Draw a picture beside each job, like watering the plants, etc. Arrange an election so children can vote to decide what child has each job. Ask what would happen if that person did not do their job.
- Ask the school principal to come speak to the class about how their job helps keep students safe.
- Invite a police chief to come tell how the police force keeps them safe.

Rules and Laws

2. Explain how voting can be used to make group decisions.

3. Recognize symbols of the United States that represent its democracy and values including:
a. The bald eagle;
b. The White House;
c. The Statue of Liberty;
d. The national anthem.

- Invite a city official to come talk about their job.
- Have children give examples of when they voted on something and why they think voting is important.
- Brainstorm to name activities they can do at recess. List the activities on chart paper. Then read them one by one and have them raise their hands to vote on the activity they would most enjoy. Have children determine which one received the most votes and explain that that is what they will do for that day.
- Ask children to vote on their favorite color, favorite sport or holiday. Explain that when they vote they make a choice.
- Make a “Voting is Important” Poster. Have them illustrate the poster with groups of people voting. Remind them that they could be voting in a family, a city or a country. Ask them why voting is important. Have them display posters.
- Prepare a “Vote Here Box” and have children put in paper votes daily on various questions.
- Point out that most public elections take place in November and elections in clubs or local organizations can happen anytime. Have children gather campaign information such as signs, buttons, and bumper stickers.
- Develop a list of local officials. Write the names and titles on chart paper and have children choose one official and draw a picture of him or her and write their name and put “Vote for _____” on it.
- Invite a campaign manager or a former one or chairman of a political party to tell how they go about getting people to vote for their candidate.
- Teach the children “This Land is Your Land” and talk about the places mentioned in it and how they stand for America.
- Provide symbols of America, such as the American flag. Draw symbols.
- Give children a variety of coins and bills. Invite them to look for the bald eagle. They should identify it on the quarter, half dollar and dollar bill. Encourage the children to find other symbols, such as the great seal, “In God We Trust”.
- Research information about bald eagles and the story of how it was chosen to be a symbol for America.
- Create national symbol paper plates by drawing the symbol on a paper plate and coloring it.
- Create a national symbols book. Include Statue of Liberty, bald eagle, and the White House.
- Read to the children the story of how the National Anthem was written (After Battle for Fort McKinley) as they were looking to see if our flag or the British flag

<p><i>Rules and Laws</i></p> <ol style="list-style-type: none"> 4. Recognize the need for rules in different settings and the need for fairness in such rules. 5. Discuss the consequences of violating rules. 	<ul style="list-style-type: none"> • Make a list of Friendship Rules. Ask what might happen if these rules are not followed. • Review classroom rules and ask students to tell you why it is important to follow these and what happens if they don't. • Discuss family rules and have children give examples of some rules in their family and why they think that is a rule and what happens if members of the family don't follow the rule. Draw pictures of these rules. • Ask children to draw a picture of a sign in the community that states a rule or law. Display the signs and have children tell why they think that law is important. • Make a Laws and Rules Notebook and keep track of all the laws or rules they hear in a two day period by drawing pictures of them. At the end of the time, ask children to share their notebooks with the class. 	
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<p>VI. Citizenship Rights and Responsibility Standard</p> <p><i>Participation</i></p> <ol style="list-style-type: none"> 1. Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated. 	<ul style="list-style-type: none"> • Help children examine common problems in getting along with others, such as how to treat each other on the playground, how to treat a new student etc. • Invite partners or groups of students to act out scenes of how to handle a situation. Like one student being the new student and one student that treats them like they would want to be treated and one that doesn't. • Brainstorm a list of rules for the playground and make a list of them and present them to the principal so they might incorporate some of them into the current playground rules. • Draw a conflict story and its solution like a child asking another to play and the child saying no which makes the child cry then letting them play and everyone being happy. • Role-play conflicts and their solutions by thinking of disagreements they have observed on the playground or in the cafeteria or not cleaning up in the classroom. Have each group choose one conflict and act out making a mural for a background. Invite alternatives solutions from the class. 	
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<p><i>Rights and Responsibilities</i></p> <ol style="list-style-type: none"> 2. Demonstrate self-direction in school tasks. 3. Demonstrate accountability for actions. 4. Demonstrate pride in personal accomplishments. 5. Demonstrate citizenship traits including: <ol style="list-style-type: none"> a. Trustworthiness; b. Fairness; c. Self-control; d. Respect for those in authority. 	<ul style="list-style-type: none"> • Make “me” mobiles drawing pictures of things they like and that they are good at. • Have a policeman speak to the class about what happens when someone breaks the law (accountability and consequences). • Have a judge speak to the class about how the justice system works. • Visit a courtroom to observe. • Draw posters of “I Am Special because...” Draw pictures of things they do well. • Have children bring in any awards, trophies that they have received and share with the class. • Make posters of citizenship traits such as trust, fairness, self-control, and respect for authority and have children draw examples of each. • Make a “Good Citizen” book illustrating what qualities a good citizen would have such as fairness, self-control, etc. 	
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<p>VII. Social Studies Skills and Methods Standard</p> <p><i>Obtaining Information</i></p> <ol style="list-style-type: none"> 1. Obtain information about a topic using a variety of oral and visual sources. 	<ul style="list-style-type: none"> • Have the librarian give the students a tour of the library showing students all the sources of information available. • Assign topics, such as” Bears” and show how they could get information on bears from books, magazines, videos, the internet and contact with park rangers. • Go to the public library and have the librarian show them a vertical file that has information such as brochures and people’s names to contact to speak on a certain topic. • Contact a speaker’s bureau and have representative come and show children what people do when they want a person to speak on a certain topic. 	
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Thinking and Organizing

2. Sequence information.

3. Determine categories for sorting information.

4. Identify main ideas from oral, visual and print sources.

- Make a birthday time line. Cut out 12 large balloons and tape to the wall in order. Direct children to write their names and the date of their birth on an index card. Starting with January invite children to birthdays fall in that month to tape their cards up in order. (1st, 5th, 23rd)
- Make timeline of special holidays and special days of the year.
- Make a timeline of their weekly activities by drawing a picture on a square for each day of the week. Cut out squares and tape in the correct order.
- Ask students what it means to sort things. (Put together things that are alike) Ask students what things in their desks they could sort (books, pencils, papers)

- Ask students to draw a chest of drawers and draw how they could sort their clothes in drawers (by socks, shirts, etc.)
- Sort manipulatives by groups, such as crayons by color, blocks by shape, and books by size.
- Provide children with old magazines and decide on two different groups of pictures they could make. Invite them to cut out pictures for each group and tell why they grouped them as they did.
- Point out that words can be grouped just like pictures. Give the children index cards with words on them such as cat, dog, door, and flag. Read the words with the children and have them sort them into groups. They might sort them by numbers of letters in a word, living and non-living and others.

- Children chose their favorite story from the reading unit. Work with children to recall the most important ideas in that story. (Main idea)
- Write sentences from a story on strips of paper. Mix up the sentence strips and ask children to use their books to put the sentence strips in correct order. Then have them chose the one that they think tells the main idea.
- Display a main idea sentences from one of their stories and have them retell you the story.
- Read paragraphs aloud and ask students to find the main idea.
- Give examples of main idea sentences and read sentences that belong and don't belong to that story and have students identify the ones that don't belong.

<p><i>Communicating Information</i></p> <p>5. Communicate information orally or visually.</p>	<ul style="list-style-type: none"> • Give oral reports on a topic. Emphasize eye contact, speaking slowly, loudly and clearly. • Chose an object from home to talk about and draw a poster about it and share that with the class. 	
<p><i>Problem Solving</i></p> <p>6. Display courtesy and respect for others in group settings including:</p> <ol style="list-style-type: none"> a. Staying on the topic; b. Focusing attention on the speaker. 	<ul style="list-style-type: none"> • Emphasize staying on the topic by reading a paragraph to the children about a particular topic and then asking them to raise their hand if they hear a sentence not pertaining to that topic. For example, talk about Disney World and then throw in something about Washington, D.C.). • Have children tell stories about subjects and put in sentences that don't belong and see if other children can tell when they stray from the topic. • Demonstrate good audience behavior by modeling attentive and non-attentive behavior to show children how distracting to the speaker inattentive behavior can be. • Have students give a speech and purposely have others act out and talk to see how distracting it is to the speaker. • Explain how a live performance like a play is different from TV or a movie because the characters on TV or in the movies can't hear you but people in a live performance can. 	

<p><i>Daily Life</i></p> <p>4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.</p> <p>5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.</p> <p>6. Identify and describe examples of how science and technology have changed the daily lives of people and compare:</p> <ol style="list-style-type: none"> a. Forms of communication from the past and present; b. Forms of transportation from the past and present. 	<ul style="list-style-type: none"> • Visit a museum or bring a museum curator; have curator bring artifacts and explain what they can tell us about the past. • Create replicas or draw pictures of artifacts from different time periods and from different places and ask children to tell what they think they might be and what they could tell them about daily life. • Visit the library to use biographies and maps to get historical information. • Invite a storyteller to share folklore and legends. • Arrange for children to visit a local clothing or grocery store. Ask owner how goods got to his store. • Invite a parent who makes their living by transporting goods to speak to the class, for example: pilot or flight attendant, taxi, bus or truck driver, train engineer or ship captain. • Make a diorama of transportation and communications from the past and the present; compare and contrast. • Construct a flip book of forms of transportation and forms of communication. • Display pictures and have students sort them according to transportation or communication. 	
<p><i>Heritage</i></p> <p>7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:</p> <ol style="list-style-type: none"> a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.); b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong). 	<ul style="list-style-type: none"> • Find out about some important Americans and their accomplishments. Come up with a symbol for the children to draw to remember each American (eg. Kite with Lightning for Ben Franklin, cherry tree for George Washington, a lantern for Harriet Tubman, or a voting button for Susan B. Anthony) • Create a bulletin board using white light bulbs with names of inventors -Put a pin next to each bulb. Use yellow bulbs to name their inventions. Have children try to match inventor with invention. • Make a collage of electrical devices we use today. A department store catalog would be a good source for pictures. Have students chose one of the pictures and find out about the inventors and their inventions. Students pretend to be the inventor and explain the invention and what it does. 	

<p>II. People in Societies Standard</p> <p><i>Cultures</i></p> <p>1. Describe the cultural practices and products of people on different continents.</p>	<ul style="list-style-type: none"> • Have a French Day, an Irish Day, a Spanish Day, etc. during which students, dress, eat and play games from that country. • Have speakers from different nationalities address the class showing objects from their culture. • Have a “Christmas around the World” celebration showing the different ways of celebrating Christmas. • Visit different ethnic restaurants or get menus from each to show class. • Have a Festival of Cultures Day celebrating diverse nationalities. Display food, music, clothing, games, stories, and art work from several countries. 	
<p><i>Diffusion</i></p> <p>2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.</p> <p>3. Explain how contributions of different cultures within the United States have influenced our common national heritage.</p> <p>4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.</p>	<ul style="list-style-type: none"> • Invite a person who makes quilts to speak to the class about how all the squares on the quilt start out as separate but are sewn together to become one quilt. Draw a correlation between squares of the quilt and different nationalities of Americans. Even though they were Irish, German, Italian etc. they all came together to form one country of America. • Have children start out with separate squares for different nationalities using symbols to represent each, such as a shamrock for Ireland etc. Then put squares together to form a quilt. • Using squares of fabrics, use fabric paint to duplicate squares on paper quilt and obtain help to sew together. • Have a quilt raffle. Sell chances; proceeds go to some selected charity. • Share information about special Americans from the past with the children. Have students make a chart of names of Americans and write or draw some of their contributions next to their name. • Create a jump rope rhyme about why Americans are important. • Make a famous person award for the accomplishments of that person. • Make biography bookmarks. • Have a play where students dress up like their famous American and address the class as that person telling them what that person has done for America. 	

III. Geography Standard

Location

1. Read and interpret a variety of maps.
2. Construct a map that includes a map title and key that explains all symbols that are used.
3. Name and locate the continents and oceans.

- Show the children a compass. Explain how it points north. Using this as a reference, have children post signs in class showing north, south, east and west.
- Photocopy a map of the classroom and invite children to add a key to the map.
- Work in pairs to draw a map of the school gym, library or cafeteria using a key.
- Have children make a map of their room a key/legend is included.
- Use large floor puzzles to learn continents and oceans.
- Make placemats of an outline map of continents filling in the names of and coloring the continents. Cut out shapes of the continents and paste them in correct place.
- Using teacher made patterns of the continents, find and place the continents on an inflatable globe.
- List the continents from smallest to largest.
- Play land-water game by throwing each child the inflatable globe and recording where their right thumb lands when they catch it to illustrate water to land ratio of the earth.

Places and Regions

4. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.

- Have children locate and identify plains, hills, mountains and other landforms on atlas landform maps.
- Provide children with a landform map. They color the areas marked plains-green, mountains-orange and hills-gold. Add a key.
- Have children work in groups to create a three dimensional landform map of the state. Use clay in different colors to represent various landforms.
- Have children work in pairs to create a landform map of a country or state of their own imagination. Use colored pencils to indicate plains, mountains and hills on their map.

<p><i>Human Environmental Interaction</i></p> <ol style="list-style-type: none"> Compare how land is used in urban, suburban and rural environments. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development. 	<ul style="list-style-type: none"> Have an official from an urban area speak to the class about his city. Have a suburban official speak to the class about his area and contrast it to the urban area. Have a farm worker come speak to the class about rural areas. Take a field trip to city hall in Memphis, Germantown and Livingston. Label 4 sheets of paper, town, farm, suburb and urban area. Draw things found in each community. <p>Make model maps of urban, suburban and rural areas using objects found in each (e.g., horses, skyscrapers, tractors).</p>	
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<p>IV. Economics Standard</p>		
<p><i>Scarcity and Resource Allocation</i></p> <ol style="list-style-type: none"> Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel). 	<ul style="list-style-type: none"> Use flashcards with pictures of resources (water, etc.). Display other cards with multiply uses of resources. Have students match resource with uses. 	
<p><i>Production, Distribution, and Consumption</i></p> <ol style="list-style-type: none"> Explain how people are both buyers and sellers of goods and services. Recognize that most people work in jobs in which they produce a few special goods or services. Explain why people in different parts of the world earn a living in a variety of ways. 	<ul style="list-style-type: none"> Make a mural of a market. Bring in play food and objects to purchase. Use play money and a cash register and have children role play buying and selling. List the letters of the alphabet on the board and have children name goods and services beginning with that letter. Have children list the goods they use in an average day. List all service workers they meet in an average day. Have children name their parent's occupation and categorize it as a goods or service provider. Have children suppose they have grown, made a type of goods or have a great service to offer. Make a poster advertising their goods or service. With the help of the librarian, research the most common jobs of people in 3 different countries of different sizes and cultures. 	

Markets

5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.

- Use play money to buy goods.
- Bring in coins or pictures of coins from different countries.
- Visit a bank or have a banker speak to the class about money and the workings of a bank.
- Obtain an exchange rate card and show children the different names of money in other countries. (Peso, pound, yen, Euro, etc.)
- On an outline map of chosen countries, have students draw and write the name of each type of money used in that country.

V. Government Standard

Role of Government

1. Identify leaders such as mayor, governor and president, and explain that they are elected by the people.
2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including:
 - a. Making and enforcing laws;
 - b. Providing leadership;
 - c. Providing services;
 - d. Resolving disputes.
3. Explain the importance of landmarks in the United States and the ideals that they represent including:
 - a. The Washington Monument;
 - b. The Jefferson Memorial;
 - c. The Lincoln Memorial.

- Show pictures of city hall; identify the mayor who works there as leader of the city.
- Have mayor or a representative from the mayor's office speak to the class or take a field trip to City Hall.
- Show pictures of the state capital to introduce the role of governor.
- Have class write letters or dictate to adults their questions about state government and what the governor does.
- Get a picture of the mayor and the governor and brainstorm some things they do.
- Draw a tree with 3 branches and fill in government on the trunk and "Makes Laws,"(Congress) "Sees Laws are Carried Out"(President) and "Explaining Laws"(Courts) on each branch.
- Make cards with different things on each one and match cards to branch of government.
- Divide the class into small groups to design travel brochures for people interested in going to Washington, D.C. Make pages for each of the major monuments (Washington, Jefferson, Lincoln, the Capitol, the White House, etc.) include different pictures.
- Make posters using postcards, internet pictures or magazine pictures of famous Washington, D.C. monuments.
- Have children make a model of famous monuments out of clay or blocks.
- Draw a class mural of Washington, D.C. with famous monuments labeled.

Rules and Laws

4. Explain the purpose of rules in the workplace.
5. Predict the consequences of following rules or violating rules in different settings

- Display pictures of children following or not following a school rule, such as "No Running in the Hallway" and have children say what is happening in the pictures and what would happen if we didn't have that rule.
- Draw pictures showing some of the rules they have in their families.
- Draw a picture of signs in their community that state a rule. Tell why that rule is important. Discuss consequences of not following rules.
- Keep track of all laws students see posted during a two day period in a "Laws and Rules Notebook".

<p>VI. Citizenship Rights and Responsibilities Standard</p> <p><i>Participation</i></p> <ol style="list-style-type: none"> 1. Demonstrate skills and explain the benefits of cooperation when working in group settings: <ol style="list-style-type: none"> a. Manage conflict peacefully; b. Display courtesy; c. Respect others. 	<ul style="list-style-type: none"> • Use co-operative groups in the classroom whenever possible and assign each student a task. Ask students what would happen if they didn't do their job. How would it affect the others? How would they solve the problems? • Use role playing situation, such as being on a deserted island. Ask how students would establish rules and tasks and what would they do if someone didn't follow the rules. • Ask your guidance counselor to conduct some peaceful conflict resolution lessons. • Have student's role play different situations likely to happen in school, such as some calling you names and how they would react. • Make a "golden rule book" with pictures of examples of others treating each other as they would like to be treated. 	
<p><i>Rights and Responsibilities</i></p> <ol style="list-style-type: none"> 2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground). 3. Demonstrate citizenship traits including: <ol style="list-style-type: none"> a. Honesty; b. Self-assurance; c. Respect for the rights of others; d. Persistence; e. Patriotism. 	<ul style="list-style-type: none"> • Give students leadership jobs in classroom, cafeteria and playground, but give them minimum directions how to carry their role out, necessitating the need for self-direction. • Develop patriotism by making a poster of national symbols-eagle, Uncle Sam, flag, Liberty bell, Washington Monument, Statue of Liberty. • Make a crepe paper flag. • Hold a citizenship day and invite members of the armed forces to speak. • Invite a local R.O.T.C. drill unit to perform flag ceremonies. • Make a hat for Uncle Sam from oatmeal boxes. • Research famous Americans who were famous for honesty like George Washington, etc. 	

<p>VII. Social Studies Skills and Methods Standard</p> <p><i>Obtaining Information</i></p> <ol style="list-style-type: none"> 1. Obtain information from oral, visual and print sources. 2. Identify sources used to gather information: <ol style="list-style-type: none"> a. People; b. Printed materials; c. Electronic sources. 	<ul style="list-style-type: none"> • Have students conduct interviews with a grandparent or older person about how life has changed since they were young. • Have a panel of adults speak about their professions and have students ask questions. • Send students to the library with a study sheet of questions to answer from various sources. 	
<p><i>Thinking and Organizing</i></p> <ol style="list-style-type: none"> 3. Predict the next event in a sequence. 4. Distinguish the difference between fact and fiction in oral, visual and print materials. 	<ul style="list-style-type: none"> • Use colored tiles to form patterns and predict the next color. Use different colored marbles, counting bears, M&Ms to create patterns and predict the next in the sequence. • Use stories to distinguish between fact and fiction. • Have students give a statement orally and ask the other students to guess if it is fact or fiction. • Use if questions –if this happens, then chances are this will occur.... 	
<p><i>Communicating Information</i></p> <ol style="list-style-type: none"> 5. Communicate information in writing. 	<ul style="list-style-type: none"> • Journaling • Diaries • Poetry • Paragraphs • Short Stories 	
<p><i>Problem Solving</i></p> <ol style="list-style-type: none"> 6. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups. 	<ul style="list-style-type: none"> • Provide various problem scenarios to be solved; let students use problem solving skills. • Use board games to develop problem solving and decision making skills. 	

SOCIAL STUDIES STANDARDS for GRADE 3

Students will	Educator can support organizer & indicator	Teacher notes
<p>I. History Standard</p> <p><i>Chronology</i></p> <ol style="list-style-type: none">1. Define and measure time by years, decades and centuries.2. Place local historical events in sequential order on a time line.	<ul style="list-style-type: none">• Students define and measure time by years, decades and centuries.• Students place local historical events in sequential order on a timeline.• Students create word problems about school materials.	

Growth

3. Describe changes in the community over time including changes in:
 - a. Businesses;
 - b. Architecture;
 - c. Physical features;
 - d. Employment;
 - e. Education;
 - f. Transportation;
 - g. Technology;
 - h. Religion;
 - i. Recreation.

- Describe what life was like in local communities long ago. Students play a guessing game. They gather copies of pictures and photographs that were taken long ago of people or places in the students' community or in other communities. Number the pictures and have students choose one about which to write. As students read their descriptions aloud, challenge the class to guess which picture is being described.
- Examine different aspects of the local community. Have students display information on a bulletin board. Encourage them to give their display a title, such as "Community Close-ups" or "Memphis: From All Sides". Have them arrange their work in categories, such as geography, history or work. Students can use the information on the bulletin board to create a book about their community. Pairs of students can discuss what they learned before they prepare their note cards.
- Organize the class into four groups. Assign one student in each group to act as a television reporter and interview the other group members about their favorite things in the community.
- Students are shown different kinds of communities. They describe what they might see, hear or smell at each place. They will discuss differences.
- Students draft letters suggesting ways to make their school cleaner. They read letter to a partner to make sure that the ideas are focused, organized, and clear. They revise for spelling, punctuation and grammar conventions.
- Each student receives a set of 6 index cards. They illustrate and label each part of a global address—street, town, state, country, continent, and planet on separate cards. Pairs will exchange cards each other and placing cards in correct alphabetical order according to directions.
- Students draw a large picture incorporating all parts of a global address -- name, address, city, state, country, continent, and planet.
- Students create a collage of photographs that shows different types of communities. Materials include magazines, a large sheet of paper, scissors, glue and tape. When the students have completed their work, they examine the pictures to find ways in which the communities in their collages are different and alike.
- Students and their families are asked to find photographs that show something about the size, history and celebrations of the communities they live in.
- Small groups of students describe what a newcomer could learn about the community by studying population and location.
- Students role-play a family who has just moved from a city to the suburb. They are to consider how life in the

<p>II. People in Societies Standard</p> <p><i>Cultures</i></p> <ol style="list-style-type: none"> 1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including: <ol style="list-style-type: none"> a. Artistic expression; b. Religion; c. Language; d. Food. 2. Compare the cultural practices and products of the local community with those of other communities in TN, the United States and countries of the world. 	<ul style="list-style-type: none"> • In order to recognize the contributions of people from a variety of cultures, the class has a Cultural Awareness Day. Students and their relatives can participate. Ask them to bring in foods, clothing, and games, etc., that are culturally specific. Time for asking questions and sharing information is part of the celebration. • Students share with the class one special piece of information about their heritage or culture. • Students draw pictures and describe one of the national holidays that Dr. Martin L. King, Jr. worked to achieve. • Students research customs, traditions or national holidays that are important to the countries from which their ancestors came. They create fact sheets about the customs, traditions, or national holidays. A class culture book is the resulting product. 	
<p><i>Interaction</i></p> <ol style="list-style-type: none"> 3. Describe settlement patterns of various cultural groups within the local community. 	<ul style="list-style-type: none"> • Display pictures of art or artifacts from two different environments. Students guess which artworks came from which environment. They give reasons why they chose and justify their response. 	

III. Geography Standard

Location

1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.
2. Use a compass rose and cardinal directions to describe the relative location of places.
3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.
4. Use a number/letter grid system to locate physical and human features on a map.
5. Identify the location of the equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.

- Students (4 to a group) choose a state they would like to visit. They will create a poster that incorporates an outline map with the state highlighted. They also create booklets about the state with each group member contributing a page.
- Students draw their own map of the route to school or of the route from one classroom to another classroom or to an area of the school, such as library. Specific information on the map should be included, such as landmarks or road names. Include legends, directions, map key and a scale.
- Students make a map showing various river cities. They research and write a short description about each city.

Places and Regions

6. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community

- Students name landforms in and around their community and make a list of materials they will use to make the model; for example: paper, clay, sticks, stones, and other materials for land. A part of this project is bodies of water, various landforms, and major roads and highways. Models are painted.
- Students make a list of natural resources in the community. They copy the name of each resource on two index cards. The students will turn the cards face down in random order to play a game of “Community Concentration”. Students take turns putting two cards face up to try to find pairs. As each pair is located, students explain the effect each natural resource has on the community.
- Student chart or graph the amount of rainfall in other areas of the country and compare the amounts with that of their own community.
- Divide students into small groups. Each group finds major rivers in the United States. Students use different colored markers to trace the river flow and possible routes for ships.
- Student use Venn Diagrams to show through words and pictures something that is unique about another country and something that is unique about the United States. Then, they discover something that is common to both countries.
- Students remember their first day of school and then think about moving to another country where people speak a different language. Have them write a few paragraphs describing their first day in their new land.
- Students bring in samples of music that reflect the national heritage or ethnic group with which they identify. They perform and explain to class.
- Students research different ethnic music or musicians and write a paper.
- Students use a world map or atlas to determine the distance between the United States and the continents of Europe and Africa by sea. Have them record the distances on tables or make a graph of the distances.

<p><i>Human Environmental Interaction</i></p> <p>7. Identify ways that physical characteristics of the environment (i.e., landforms, bodies of water, climate and vegetation) affect and have been modified by the local community.</p>	<ul style="list-style-type: none"> • Rewrite a song to describe the local community. Students are given copies of the song, “This Land is Your Land”. Students learn the song and discuss how the words describe the geography of the USA. Working in pairs, the students rewrite the song to describe a local community. Students will sing their song to the class. • Students make a list of landmarks in the song. • Name and locate the two oceans that border the United States. • Students write a letter to the National Weather Service regarding the climate of the community. • Showing students, they identify the landform or body of water. • Students illustrate each of the following: valley, river, mountain, plateau, island, lake, plain, and ocean. • Students draw an imaginary American Community. They show something about their community’s climate. • Students compare the Coastal Plains and the Great Plains. • Students draw pictures of the Great Plains with the Rocky Mountains in the backgrounds. They write captions describing their drawings. • Students create from old magazines and newspapers a collage map of the landform regions in the United States. • Students research one landform and region. They will create a brochure that includes text describing the region they chose and reasons to visit it. Students include photos or drawings as well. • Students create plans for a new suburban community. They create models from their plans. • Three groups use a large sheet of butcher paper labeled Yesterday, Today and Tomorrow. Each group draws or paints a scene showing types of transportation in the local community from their assigned time period. For the tomorrow section, students make predictions. Students combine their finished sections to make a mural. • Students write riddles about different types of transportation. Students contact the local chamber of commerce to see if pictures of transportation of the past are available for reference 	
<p><i>Movement</i></p> <p>8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.</p>	<ul style="list-style-type: none"> • Students ask older family members to explain how transportation has changed during the lives. • Students design t-shirts or bumper stickers promoting the protection of their own community most unimportant environmental resources. 	

<p>IV. Economics Standard</p> <p><i>Scarcity and Resource Allocation</i></p> <p>1. Define opportunity cost and give an example of the opportunity cost of a personal decision.</p>	<ul style="list-style-type: none"> The theme for an ongoing bulleting board is “People Work for Each Other”. The teacher cuts out, labels and posts two circles. During and after class discussions, students draw or bring in pictures showing goods and services. Students post their pictures. 	
<p><i>Production, Distribution, and Consumption</i></p> <p>2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.</p> <p>3. Categorize economic activities as examples of production or consumption.</p> <p>4. Explain the advantages and disadvantages of specialization and the division of labor to produce items.</p>	<ul style="list-style-type: none"> The students list things they need to do to start their business and collect or create the necessary supplies for their business. Students determine the price of their product or services and then set up an engaging office or other place of business. Students talk to adults in the business world to get ideas. Pairs of students write the letters of the alphabet along the left hand side of a piece of paper. Students list a type of work that begins with each letter of the alphabet and suggest jobs that no one else thinks of. They create a chart entitled “Goods and Services” and list the jobs under the correct heading. Some students act out some of the jobs on their lists and challenge the rest of the class to guess the job. 	

Markets

5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.
6. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.
7. Identify examples of economic competition in the local community.

- Students find out where the fruits and vegetable they eat come from and what conditions are needed to grow these foods. Students create a magazine advertisement for a favorite fruit or vegetables.
- Divide students in small groups; each group using a page from the local newspaper's help wanted section, writes down four different jobs that are listed and counts how many ads there are for each type of job. The students will put the results of their research into a bar graph on the chalkboard. Students infer the economy of their town or city from the information.
- Students ask adults in their families to tell about different jobs they have had including why some of those jobs no longer exist.
- Brainstorm with students about natural resources that have played an important part in the life of the community. They collect magazine pictures of one of these resources and place the pictures in a class booklet. Students write captions for the pictures. Students also write a paragraph about each resource in the booklet.
- Students create word webs for the terms goods and employment. They use words that describe the type of goods and jobs.

V. Government Standard

Role of Government

1. Explain the major functions of local government including:
 - a. Promoting order and security;
 - b. Making laws;
 - c. Settling disputes;
 - d. Providing public services;
 - e. Protecting the rights of individuals.
 2. Explain the structure of local governments and identify local leaders (e.g., township trustees, county commissioners, city council members or mayor).
 3. Identify the location of local government buildings and explain the functions of government that are carried out there.
 4. Identify goods and services provided by local government, why people need them and the source of funding (taxation).
 5. Define power and authority.
 6. Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing).
- Brainstorm rules and laws in the community. Student list government positions and identify responsibilities of each. They plan a Government day where they will invite government officials to their classroom. They prepare posters, reports, displays about the town government; write and mail invitations to officials; write a report for class or school newspaper; and work in pairs to list questions to ask guests.
 - The students chart (graph) how much money is collected in taxes for every dollar that is spent. Students write story problems about taxation (taxes). They can use play money to figure out how much money would be collected for various amounts.
 - Students make posters to show what the government does for the people. With a partner, they draw a picture.
 - Groups of students research a community service entity. Each group member gives a one minute oral report about one part of their group topic. Students are encouraged to use visuals in their reports.

VI. Citizenship Rights and Responsibilities Standard

Participation

1. Describe how people help to make the community a better place in which to live including:
 - a. Working to preserve the environment;
 - b. Helping the homeless;
 - c. Restoring houses in low-income areas;
 - d. Supporting education;
 - e. Planning community events;
 - f. Starting a business.

2. Demonstrate effective citizenship traits including:
 - a. Civility;
 - b. Respect for the rights and dignity of each person;
 - c. Volunteerism;
 - d. Compromise;
 - e. Compassion;
 - f. Persistence in achieving goals;
 - g. Civic-mindedness.

- Arrange for someone whose job relates to law to visit the classroom and discuss local laws. Before the visit, the children work in pairs to write three questions they want the person to answer.
- Students create a bumper sticker to name public places that are provided by the local government. They design the bumper sticker on sentence strips. They share with the class why they chose the place and why this place is important to them.
- Have small group's list data a person moving into their community from another country would need to know, such as where to find food, shelter, and employment. Groups can meet together and compare lists.
- Students write a one page, "Living in Our Community," guide for newcomers based on information from the group lists.
- Students write letters to the editor which urges action on a problem.

Rights and Responsibilities

3. Describe the responsibilities of citizenship with emphasis on:
 - a. Voting;
 - b. Obeying laws;
 - c. Respecting the rights of others;
 - d. Being informed about current issues;
 - e. Paying taxes.

- Students list responsibilities of a citizen of the state.
- Conduct small group discussions of what would happen if states did not have seat belt laws or speeding laws.

<p>VII. Social Studies Skills and Methods Standard</p> <p><i>Obtaining Information</i></p> <ol style="list-style-type: none"> 1. Obtain information about local issues from a variety of sources including: <ol style="list-style-type: none"> a. Maps; b. Photos; c. Oral histories; d. Newspapers; e. Letters; f. Artifacts; g. Documents. 2. Locate information using various parts of a source including: <ol style="list-style-type: none"> a. The table of contents; b. Title page; c. Illustrations; d. Keyword searches. 	<ul style="list-style-type: none"> • Plan a vacation! Decide where to go. Find out about it. Write down what you'll see there. Make a map of the place you plan to visit. Show the route you will take to do the things you want to do. • Journal writing. • Students learn the techniques and writing skills when interviewing older persons. • Students locate and identify a primary source and through analysis, extrapolate information to help them understand or interpret an event. 	
<p><i>Thinking and Organizing</i></p> <ol style="list-style-type: none"> 3. Identify possible cause and effect relationships. 4. Read and interpret pictographs, bar graphs and charts 	<ul style="list-style-type: none"> • Students ask how does the work of the citizens of the United States after the Tsunami help the victims of Asia (or other current event related topic)? How will the work of what they do help prevent a major crisis help citizens in the future? 	
<p><i>Communicating Information</i></p> <ol style="list-style-type: none"> 5. Communicate information using pictographs and bar graphs. 	<ul style="list-style-type: none"> • Create a chart to define the elements of communities they have examined and relate the elements to their own lives. The following categories can be used: place, description, jobs, and problems. 	
<p><i>Problem Solving</i></p> <ol style="list-style-type: none"> 6. Use a problem-solving/decision-making process which includes: <ol style="list-style-type: none"> a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution. 	<ul style="list-style-type: none"> • Journal writing / Diaries. • Board games. • Oral histories. • Poetry. 	

SOCIAL STUDIES STANDARDS for GRADE 4

Students Will	Educator can support organizers & indicators	Teacher notes
<p>I. History Standard</p> <p><i>Chronology</i></p> <ol style="list-style-type: none"> 1. Construct timeline with evenly spaced intervals for years, decades and centuries to show the order of significant events within the United States. <p><i>Settlement</i></p> <ol style="list-style-type: none"> 2. Describe the earliest settlements in the United States from 1607-1861 e.g. Jamestown, Williamsburg 3. Explain the causes and effects of wars e.g., Native Americans, the American Revolution, and the Civil War. <p><i>Growth</i></p> <ol style="list-style-type: none"> 4. Explain how the United States expanded and defended boundaries e.g. Louisiana Purchase, Lewis and Clark expedition, The Alamo, Civil War, Revolutionary War, War of 1812. 5. Explain about the people, places and events in the westward expansion of the United States, e.g. Texas Revolution, the Mexican War, ... 	<ul style="list-style-type: none"> • Use Internet Website or Technology Timeline Software. • Create timelines of events related to the Civil War or Revolutionary War. • Create timeline of significant events that relate to the State of Tennessee. • http://mhschool.com/socialstudies/2003/student/level1.php?isbn=0021492654 This websites provides short summaries and reviews for each region. • http://www.animatedatlas.com/movie2.html This is a 10 minute presentation of the growth of our nation from 1789 to 1959. Click on a decade number at the bottom to see an expanded timeline of that decade. This is a fantastic overview. • Create Thematic Units: Northeast, Southwest, Southeast, Middle West, Mountain States, The West; divide the unit into parts: Environment and History and Economy • www.virtualjamestown.org provides resources and interactive pictures of Jamestown. • Use historical documents, such as charters, treaties • http://www.mrnussbaum.com/amflash.htm This webpage addresses important people of the Revolutionary War, causes and effects of the Revolutionary War, Revolutionary scavenger hunt and puzzles. • http://www.mrnussbaum.com/lcflash.htm This webpage provides information, maps, scavenger hunt and puzzles related to Lewis and Clark's Journey. • Discuss famous people who shaped the United States, such as Ben Franklin, Betsy Ross, Abraham Lincoln, David Crockett, Lewis and Clark 	

SOCIAL STUDIES STANDARDS for GRADE 5

Students will	Educator can support organizer & indicators	Teacher notes
<p data-bbox="191 370 447 406">I. History Standard</p> <p data-bbox="191 431 327 467"><i>Chronology</i></p> <p data-bbox="247 492 663 544">1. Create time lines and identify possible relationships between events.</p>	<ul data-bbox="821 448 1304 553" style="list-style-type: none"><li data-bbox="821 448 1304 500">• Use Internet Website or Technology Timeline Software.<li data-bbox="821 500 1304 553">• http://www.microsoft.com/Education/TimelinesWord.aspx <p data-bbox="867 557 1304 711">This tutorial shows you how to create a timeline by using the drawing tools in Microsoft® Word. This tutorial sets up timeline formats before or during your lesson, depending on your curriculum objectives and the age of your students.</p>	

Settlement

2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.

- American Indians and the Natural World
<http://www.carnegiemuseums.org/cmnh/exhibits/north-south-east-west/>
This wonderful site explores the culture of an American Indian tribe from four different areas of the United States; north, east, south, and west. The emphasis is on how the tribe interacted with the world around them. A good site for a comparison study of different Native American cultures.
- First Americans for Grade School
<http://www.u.arizona.edu/ic/kmartin/School/>
Created by a Muscogee Creek student at Stanford for her local school, this site offers information, activities, and links to help elementary students learn about four Native American tribes.

3. Explain why European countries explored and colonized North America.

- Zoom Explorers
<http://www.enchantedlearning.com/explorers/>
This site contains brief but useful information on a very large number of explorers, along with maps of their voyages.
- <http://score.rims.k12.ca.us/activity/newworld/>
This is a very well planned project where students role play explorers. This lesson's purpose is to introduce the Age of Exploration. The focus is on key European explorers and their voyages. The students identify reasons for explorations and describe the technological developments in ship building and navigation that made long distance voyages possible. There are also many useful links for their research.
- Scholastic Research Starter: Plymouth Colony
<http://teacher.scholastic.com/researchtools/researchstarters/plymouth/>
This is an excellent collection on articles on everything related to the Plymouth Colony, such as reasons for colonization, impact on the Indians, daily life in the colony, important people, and more. There is also a large list of links to other web sites with more information.
- The First Thanksgiving
<http://teacher.scholastic.com/thanksgiving/>
This web site from Scholastic contains many

Growth

6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.

- <http://www.uen.org/Lessonplan/preview.cgi?LPid=401>
This lesson helps illustrate the importance of the railroad in the settlement of the west, and students will understand the development of the American West following the Civil War. America on the Move
- <http://americanhistory.si.edu/onthemove/>
At this excellent site you can read about how transportation shaped the lives, landscapes, culture, and communities of America. You can examine the changes brought by transportation networks, play some cool games, and check out lots of other resources from the National Museum of American History. There are also excellent teacher guides available for each section.
- <http://memory.loc.gov/ammem/ndlpedu/lessons/98/labor/plan.html> Discover the work of reformer/photographer Lewis Hine, whose photographs give the issue of child labor a dramatic personal relevance.

II. People in Societies Standard

Cultures

1. Compare the cultural practices and products of diverse groups in North America including:
- Artistic expressions;
 - Religion;
 - Language;
 - Food;
 - Clothing;
 - Shelter.

- http://edsitement.neh.gov/view_lesson_plan.asp?id=347 Great website in providing information on comparing and contrasting different native American tribes.
- <http://www.pbs.org/americaresponds/anationofcultures.html> Students create a visual representation of themselves to include their family, heritage, and interests, to compare and contrast similarities and differences of America's peoples.
- <http://www.pbs.org/riverofsong/teachers/> This PBS unit presents opportunities to experience the wide variety of types of music and of musical contexts that run through our nation.
- <http://www.gti.net/mocolib1/kid/food2a.html> Ever wonder what the Vikings ate when they set off to explore the new world? How Thomas Jefferson made his ice cream? What the pioneers cooked along the Oregon Trail?
- <http://www.cnn.com/fyi/interactive/specials/bhm/lesson.plan/innovators.lp.html> Contributions of African Americans.

Interaction

2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.
3. Describe the experiences of African-Americans under the institution of slavery.
4. Describe the waves of immigration to North America and the areas from which people came in each wave.
5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.

- <http://school.discovery.com/schooladventures/slavery/index.html>
This web site has lots of great information on slavery, including a comparison of slavery around the world, a personal account of a slave's life through his own writings, teaching suggestions, additional resources, and a reenactment of a slave auction with detailed info on the views held by different members of society.
- http://www.pbs.org/wgbh/aia/rb_index_hd.html
This is a massive collection of primary sources regarding slavery in America for students to read and summarize.
- Scholastic Research Starter: Immigration
<http://teacher.scholastic.com/researchtools/researchstarters/immigration/index.htm>
This is an excellent collection on articles on everything related to the immigration, such as Ellis Island, sources and destinations of immigrants, laws, economy, living conditions, and more. There is also a large list of links to other web sites with more information.
- Immigration ... The Changing Face of America
http://memory.loc.gov/ammem/ndlpedu/features/immig/immigration_set2.html
This web site links educators to primary sources from the Library of Congress' online collections. It deals with where immigrants came from, why they came, where they settled, their effect on Native Americans and today's culture, and more.
- Immigration: Stories of Yesterday and Today
<http://teacher.scholastic.com/immigrat/index.htm>
In this online activity from Scholastic, students will learn the various reasons people come to America through oral histories of recent and historic immigrants. Students also discover one of the most important aspects of American immigration history — Ellis Island as the preeminent immigration port of the early 1900s. Several graphing activities encourage students to explore immigrant history that exists in their own classroom and expose them to rich graphic organizing and research skills.

III. Geography Standard

Location

1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.

2. Use maps to identify the location of:

- a. The three largest countries of North America;
- b. The 50 states of the United States;
- c. The Rocky and Appalachian mountain systems;
- d. The Mississippi, Rio Grande and St. Lawrence rivers;
- e. The Great Lakes.

- <http://www2.una.edu/geography/statedepted/themes.html> The five themes serve as a framework upon which the content of geography can be taught with probing questions.
- http://www.teachnetlab.org/miami/2001/claytonj/lesson_2.htm Students will locate places on a map using a grid.
- http://www.geocities.com/sumuptheweather/teacherpage_fall1.html The students will be able to locate points on a map grid using latitude and longitude.
- http://www.educationworld.com/a_lesson/00-2/lp2025.shtml Students apply their knowledge of latitude and longitude to identify some favorite vacation destinations.
- US States Quiz Game http://www.funschool.com/games_popup.php?g=1179 This is a neat game from FunSchool that the students can play right on the web page. The game gives you a map of the US, and then gives you the name of each state one at a time. You then need to click on that state. A timer keeps track of how long it takes to complete all 50 states.
- GeoSense Game <http://www.geosense.net/> GeoSense is an online geography based game. You play by yourself or compete against an online opponent to place a city on a map as quickly and accurately as you can. The maps include the United States, Europe, and the World. A fun and effective way of improving place name geography skills. There are no ads, banners, fees, etc, although you do have to make up a username and password to play.
- <http://www.enchantedlearning.com/usa/statesbw/usa.shtml> Students read a map of United States geography, then answer questions.
- One is detailed and the other blank for students to fill in. Find the detailed map at: http://www.lib.utexas.edu/maps/americas/north_america_ref01.jpg Find the blank map at: <http://geography.about.com/library/blank/blxnamerica.htm>
- <http://www.hawaii.edu/haa/GAW97/>

Places and Regions

3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.

4. Explain how climate is influenced by:
a. Earth-sun relationships;
b. Landforms;
c. Vegetation.

- Landforms - A Web Quest
http://www.geocities.com/tonyswebquests/webquest_landforms.html
In this web quest the student will:
 1. View examples of landforms in the United States.
 2. Locate the places where these landforms can be found.
 3. Make an illustrated Landform Dictionary.
- Illustrated Glossary: Landforms and Bodies of Water
<http://www.enchantedlearning.com/geography/landforms/glossary.shtml>
This cute web site covers many different landforms and bodies of water, with drawings and explanations. There are also printable quizzes and worksheets.
- http://www.nationalgeographic.com/education/lesson_plans/58mental.html
The way people view different regions can help students understand and predict how the land may be used and, among other uses, what patterns of migration may be expected. This lesson uses mental maps to explore student perceptions of different regions of the United States.
- <http://www.pbs.org/opb/greatlodges/teachers/teachers.htm>
Included are four interdisciplinary teaching units on Canyons, Glaciers and the Grand Canyon National Parks.
- <http://www.nationalgeographic.com/expeditions/lessons/07/g35/seasons.html>
Students will understand the relationship between the Earth and the Sun and how this relationship affects observable phenomena on Earth, such as the seasons.
- <http://school.discovery.com/lessonplans/programs/weather/>
Greenhouse effect and global warming are explored in this Earth-Sun relationship lesson.
- <http://www.lessonplanspage.com/LandformsAndWeathering.htm>
How temperature can cause weathering of rocks and other material.
- <http://www.lessonplanspage.com/SSUSClimateAndCrops24.htm>
Recognize the important elements needed to grow crops and the different types of

Human Environmental Interaction

8. Explain how the characteristics of different physical environments affect human activities in North America.

9. Analyze the positive and negative consequences of human changes to the physical environment including:

- a. Great Lakes navigation;
- b. Highway systems;
- c. Irrigation;
- d. Mining;
- e. Introduction of new species.

Movement

10. Use or construct maps of colonization and exploration to explain European influence in North America.

- http://www2.una.edu/geography/statedepted/lessons/pacific/Oceania_Pacific_Palaces.html
Oceania consists of thousands of islands with many different physical characteristics. Students research the islands to learn ways in which the physical characteristics affect human activities and how the people affect the islands. They will tell how these characteristics affect humans there and how humans have adapted.
- http://www.michigan.gov/hal/0,1607,7-160-15481_19268_20778-52527--,00.html
Decide where you would like to go on a trip on the Great Lakes.
- <http://school.discovery.com/lessonplans/programs/rediscoveringamericathealaskahighway/>
Analysis of building the Alaska highway.
- <http://www.crwcd.gov/teacher/lp/irrigation.html> To provide learner awareness and experience with a variety of irrigation processes.
- <http://www.nationalgeographic.com/expeditions/lessons/16/g35/boomtown.html>
Students learn about the ways that resource extraction affects the physical and human landscape.
- <http://www.nationalgeographic.com/expeditions/lessons/08/g35/endangered.html>
This lesson provides students with an overview of some endangered species and of the ways that human activities contribute to species endangerment.
- http://www.coreknowledge.org/CKproto2/resrcs/lessons/02_5_ForGold.pdf
This unit is designed to teach about European explorers during the Age of Discovery with hands-on, content-rich activities using navigational tools, mapmaking skills, sea chanteys, and simulations.

<p>IV. Economics Standard</p> <p><i>Scarcity and Resource Allocation</i></p> <p>1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.</p> <p>2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.</p>	<ul style="list-style-type: none"> • http://www.econedlink.org/lessons/index.cfm?lesson=EM392 Through critical thinking and economic reasoning, scarcity, choices, opportunity costs, and money/resources concepts are targeted. • http://www.econedlink.org/lessons/index.cfm?lesson=EM389 Have you ever worked hard on a project and found that no one would help you? Then when you got it all done, suddenly everyone wanted to participate, or use your creation? You have something in common with the Little Red Hen. • http://www.econedlink.org/lessons/index.cfm?lesson=EM448 Students will find out why it makes sense to trade with other countries. • Hot Shot Business http://www.disney.go.com/hotshot/hsb.html Become your own entrepreneur with this great start your own business online game. Choose businesses, such as a skate park or comic book store and decide financing, marketing, customer needs, and other business components in hopes to make a profit! 	
<p><i>Production, Distribution and Consumption</i></p> <p>3. Explain how education, specialization, capital goods and the division of labor affect productive capacity</p>	<ul style="list-style-type: none"> • http://www.econedlink.org/lessons/index.cfm?lesson=EM64. Students are introduced to several businesses from the past. They see that, while the names for these businesses are different, many of the elements of people's jobs are common to occupations. 	

Markets

4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.

5. Explain the general relationship between supply, demand and price in a competitive market.

6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.

- <http://www.econedlink.org/lessons/index.cfm?lesson=EM387>
Students demonstrate how new markets can be developed for old products and explore how a product sold in different countries can be affected by cultural and social differences in each country.

- Supply and Demand
<http://www.oswego.org/testprep/ss5/b/ecosanddl.cfm>
This web site explains the concepts of supply, demand, producers, consumers, and more. At the end of the lesson are two interactive activities to try that will let the students read stories dealing with supply and demand and apply what they have learned.

- Lemonade Stand Game
<http://www.coolmath-games.com/lemonade/>
This online game is the classic lemonade stand game where you try to make money selling lemonade. You monitor the weather conditions, buy supplies, and set the price of the lemonade. This is a fun, simple, and effective way to teach supply and demand.

- Hot Shot Business
<http://www.disney.go.com/hotshot/hsb.html>
Become your own entrepreneur with this great start your own business online game. Choose businesses such as a skate park or comic book store and decide financing, marketing, customer needs, and other business components in hopes to make a profit!

- <http://www.producingohio.org/teachers/Lesson3.pdf>
In this simulation, groups will make decisions about how to organize and how to use resources for the production of paper airplanes. The student groups will compete to be the best—the most efficient—airplane producers.

- <http://www.producingohio.org/teachers/Lesson7.pdf>
The primary determinant of the level of competition in a market is the number of competing business firms and the ease of entry and exit of firms into and out of that market. This lesson identifies the potential

V. Government Standard

Role of Government

1. Explain major responsibilities of each of the three branches of the U.S. government:
 - a. The legislative branch, headed by Congress, passes laws.
 - b. The executive branch, headed by the president, carries out and enforces the laws made by Congress.
 - c. The judicial branch, headed by the Supreme Court, interprets and applies the law.

2. Explain the essential characteristics of American democracy including:
 - a. The people are the source of the government's authority.
 - b. All citizens have the right and responsibility to vote and influence the decisions of the government.
 - c. The government is run directly by the people or through elected representatives.
 - d. The powers of government are limited by law.
 - e. Basic rights of individuals are guaranteed by the Constitution.

- Branches of Government
<http://bensguide.gpo.gov/3-5/government/branches.html>
This is an attractive and easy to understand site that explains the three branches of government.
- The American Presidency
<http://americanhistory.si.edu/presidency/index.html>
This exhibition tells the story of the American presidency through objects representing the lives and times of the country's presidents. Topics include an examination of the President's many roles, life in the White House, and life after the presidency. The site includes an interactive timeline of Presidents, hands-on activities, reference resources, teacher materials, and more
- Levels of Government
<http://www.northcanton.sparcc.org/%7Eelem/kidspiration/merrill/levelsgov.htm>
As part of a government unit, discuss the purposes of different levels of government and the words associated with each level. Students will create a graphic organizer using Kidspiration with words associated with each level.

- Inside the Voting Booth
<http://www.pbs.org/democracy/kids/vote/index.html>
This colorful web site explains the importance of voting, gives a history of voting, and gets kids to think what issues are important to them.
- http://www.mcps.k12.md.us/curriculum/socialstd/Elect_Act1.html
Brainstorm with students what they already know about elections and ask them to generate questions that they would like to have developed about the topic. Record them on chart paper. Examples of student questions might be: How do you vote? Why can't kids vote? Why do we need a president? Use their questions as focal points for class research,

VI. Citizenship Rights and Responsibilities Standard

Participation

1. Explain how an individual acquires U.S. citizenship:
- a. Birth;
 - b. Naturalization.

- Citizenship
<http://bensguide.gpo.gov/3-5/citizenship/index.html>
This is an attractive and easy to understand site that explains how people are or become US citizens.
- Ask “What is a Law?” After various answers, define the word for students. Ask students to give examples of some current laws. Then ask students to respond to the following questions on paper, written on the board prior to class:
“What law would you like to see enacted?
Could you be arrested if you violated this law? Could you go to jail if you violated this law? Why do you think that law is needed?” Share with the class. Show “I’m Just a Bill,” *Schoolhouse Rock!, America Rock* (Kid Rhino, 1997).
- <http://www.landmarkcases.org/marbury/outcome.html>
Looking at primary source documents, explain what is meant by judicial review and discuss why *Marbury vs. Madison* is considered such an important Supreme Court case.

Rights and Responsibilities

2. Explain the obligations of upholding the U.S. Constitution including:

- a. Obeying laws;
- b. Paying taxes;
- c. Serving on juries;
- d. Registering for selective service.

3. Explain the significance of the rights that are protected by the First Amendment including:

- a. Freedom of religion;
- b. Freedom of speech;
- c. Freedom of the press;
- d. Right of petition and assembly

- Play the song, *Power to the People* by Public Enemy.
Lyrics at this Web site: <http://www.lyricsdepot.com/publicenemy/power-to-the-people.html>
Play the song, *Power to the People* by John Lennon.
Lyrics at this Web site: <http://www.musicsonglyrics.com/J/John%20Lennon/John%20Lennon%20-%20Power%20To%20The%20People%20lyrics.htm>
Examine the words to the song and brainstorm why people should be the authority in our country. What powers do people have? What's the alternative? Which system is better? Why?

- http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Civics/CIV0003.html
The purpose of this activity is to acquaint the students with the guaranteed rights of the Bill of Rights, and assist them in seeing the application of these rights in their daily lives.

VII. Social Studies Skills and Methods Standard

Obtaining Information

1. Obtain information from a variety of print and electronic sources and analyze its reliability including:
 - a. Accuracy of facts;
 - b. Credentials of the source.

2. Locate information in a variety of sources using key words, related articles and cross-references.

3. Differentiate between primary and secondary sources.

- <http://www.dps.k12.oh.us/academic/secso c/americanhistory/images/5women.pdf>
Students will extend their knowledge about the struggle for women’s suffrage in the United States and gaining the right to vote with the 19th amendments, through lecture, primary source documents, film and music.
- http://www.pbs.org/wnet/newyork/laic/lessons/e1_t5-lp.html
Students explore some of our country’s “founding myths” and legends. Is the story true or false?
NOTE: To find the Web pages for Episode 1 that the lesson refers to follow these steps from the lesson plan Web site:
 - 1.) Click on the link to the homepage (it’s at the top left corner where it says “Learning Adventures in Citizenship”).
 - 2.) From the homepage click on “Exploring the Learning Adventures.”
 - 3.) Use either the link in the picture that says “Episode 1 1609-1825” or the link under the pictures that says “Episode 1.”
 - 4.) Click on topic 5 (it’s the top book shelf or the link at

- <http://memory.loc.gov/ammem/ndlpedu/lessons/97/firsthand/main.html>
Designed to provide elementary children with experiences which enable them to begin understanding primary sources.

Thinking and Organizing

4. Read information critically in order to identify:
- a. The author;
 - b. The author's perspective;
 - c. The purpose.

5. Compare points of agreement and disagreement among sources.

6. Draw inferences from relevant information.

7. Organize key ideas by taking notes that paraphrase or summarize.

Communicating Information

8. Communicate research findings using line graphs and tables.

- <http://memory.loc.gov/ammem/ndlpedu/lessons/99/dust/intro.html>
This unit helps students gain an understanding of Dust Bowl history through the eyes of a child drawing on inferences from accompanying photographs.
- http://www.alaskool.org/resources/teaching/socialstudies/Using_Visual_Materials.htm
Using Visual Materials as Historical Sources: A Model for Studying State and Local History.
- http://www.pbs.org/wgbh/aia/rb_index_hd.html This is a massive collection of primary sources regarding slavery in America for students to read and summarize.
- http://www.prb.org/Content/NavigationMenu/PRB/Educators/Human_Population/Migration2/Migration_Teachers_Guide1.htm
Fundamentals of Growth, Effect of Migration on Population Growth.
- <http://www.pbs.org/democracy/kids/educators/graphically.html>
Students will explore the relationship between state population and federal congressional representation and graph state population, state size, and number of congressional representatives.
- <http://www.census.gov/population/www/documentation/twps0029/twps0029.html>
Selected decennial census data on the foreign-born population of the United

SOCIAL STUDIES STANDARDS for GRADE 6

I. History Standard

<p><i>Chronology</i></p> <ol style="list-style-type: none">1. Construct a multiple-tier timeline from a list of events, and interpret the relationships between the events.2. Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.	<ul style="list-style-type: none">• Use Internet Website or Technology Timeline software.• Create timeline of personal events (ie: birth, first year of kindergarten, First Communion, etc.).• Display and discuss organization of historical timelines.	
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<p><i>Early Civilizations</i></p> <p>3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:</p> <ol style="list-style-type: none"> Hunting and gathering, Tool making, Use of fire, Domestication of plants and animals, Organizing societies, Governance. <p>4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 B.C. including:</p> <ol style="list-style-type: none"> Location, Government, Religion, Agriculture, Cultural and scientific contributions. 	<ul style="list-style-type: none"> • Create Venn Diagrams to compare and contrast early civilizations. • Produce group Power Point Slide Show to illustrate similarities and differences of the river civilization characteristics. • Create “a foldable” containing information about the geographic, political, economic, and social characteristics of specific river civilizations. 	
<p><i>The First Global Age</i></p> <p>5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including:</p> <ol style="list-style-type: none"> Location; Government, Religion, Agriculture, Cultural and scientific contributions. 	<ul style="list-style-type: none"> • Introduce and enrich understanding through the use of video and other media • Create crossword puzzles utilizing pertinent information about the characteristics of a select North American civilization. 	

II. People in Societies Standard

<p><i>Cultures</i></p> <p>1. Compare the cultural practices and products of the societies studied including:</p> <ol style="list-style-type: none"> Class structure, Gender roles, Beliefs, Customs and traditions. <p>2. Compare world religions and belief systems focusing on geographic origins, founding leaders, and teachings including:</p> <ol style="list-style-type: none"> Buddhism Christianity: Judaism: Hinduism: Islam. 	<ul style="list-style-type: none"> • Create project display identifying characteristics of societal customs and practices. • Research and report contributions of religious founders. • Participate in religious festivals. • Invite guest speakers of different religious backgrounds. • Visit local places of worship (cathedrals, synagogues, temples, mosques, etc.). 	
<p><i>Interaction</i></p> <p>3. Explain factors that foster conflict in cooperation among countries:</p> <ol style="list-style-type: none"> Language, Religion, Types of government, Historic relationships, Economic interests. 	<ul style="list-style-type: none"> • Classroom debates / Model UN. • Create a collage that illustrates social and political conflicts worldwide. • Examine varied news sources for current events. 	

III. Geography Standard

<p><i>Location</i></p> <ol style="list-style-type: none"> 1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located. 2. Use coordinates of latitude and longitude to locate points on a world map. 	<ul style="list-style-type: none"> • Draw and label maps. • Create a topographic model of selected regions. • Simulate latitude and longitude coordinates in designated areas (classroom, gym, playground, etc.). 	
<p><i>Places and Regions</i></p> <ol style="list-style-type: none"> 3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: <ol style="list-style-type: none"> a. Agriculture, b. Mining, c. Fishing, d. Manufacturing. 4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions. 	<ul style="list-style-type: none"> • Interview adults concerning advancements in technology, communication, and production. • Research specific regions and create visual representations to illustrate gathered data concerning distribution patterns of economic activities. • Color and create a map key to identify climate, product or geographical features on a map. 	

<p><i>Human Environmental Interaction</i></p> <p>5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:</p> <ol style="list-style-type: none"> Bodies of water, Landforms, Climates, Vegetation, Weathering; Seismic activity. <p>6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:</p> <ol style="list-style-type: none"> Urbanization, Desertification, Deforestation. <p>7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including:</p> <ol style="list-style-type: none"> Dam building, Energy production/usage, Agriculture, Urban growth. 	<ul style="list-style-type: none"> Utilize graphic organizers to illustrate causes and effects of environmental factors on human settlements and activities. Write diary entries of a citizen of a particular settlement experiencing relocation owing to environmental factors. Internet research concerning ways to protect the environment and conserve natural resources. Guest speaker to discuss environment issues concerning local area.(UT Agricultural Dept., Ducks Unlimited, TVA, etc.). Field trip to Lichterman Nature Center or MLGW water treatment plant. 	
<p><i>Movement</i></p> <p>8. Explain push and pull factors that cause people to migrate from place to place including:</p> <ol style="list-style-type: none"> Oppression/Freedom, Poverty/Economic opportunity, Cultural ties, Political conflicts, Environmental factors. <p>9. Identify and explain primary geographical causes for world trade including the uneven distribution of natural resources.</p>	<ul style="list-style-type: none"> Create “foldable” project booklets concerning slavery, European colonization of Africa, and apartheid.. Simulation of Stock Market operations and the dependency of the world economy. 	

IV. Economics Standard

<p><i>Scarcity and Resource Allocation</i></p> <p>1. Explain how the availability of productive resources and entrepreneurship affect the production of goods and services in different world regions.</p>	<ul style="list-style-type: none"> • Color a “Product Map” to show the availability of or depletion of resources throughout the world. 	
<p>2. Explain that most decisions involve trade-offs and give examples.</p>	<ul style="list-style-type: none"> • Develop a comparison chart that demonstrates the variety of production of goods throughout the world continents. 	
<p><i>Markets</i></p> <p>3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.</p> <p>4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.</p> <p>5. Describe how supply and demand help to set the market clearing price for goods and services, and how prices reflect the relative scarcity of goods and services.</p>	<ul style="list-style-type: none"> • Design a cartogram to reflect the comparison of gross national products among countries of the world. • Create an outdoor market that sells goods and products of chosen regions. • Create a pictograph comparing the cost of producing goods versus the actual selling price. 	
<p><i>Government and the Economy</i></p> <p>6. Distinguish between goods and services typically produced by the private sector and the public sector.</p>	<ul style="list-style-type: none"> • Make a bar graph or pie chart to contrast the production of goods and services of the public and private sectors. 	

V. Government Standard

<p><i>Role of Government</i></p> <p>1. Explain reasons for the creation of governments such as:</p> <ol style="list-style-type: none"> Protecting lives, liberty and property, Providing services that individuals cannot provide for themselves. 	<ul style="list-style-type: none"> • Invite a local politician as a guest speaker. • Develop a survey concerning benefits of a democratic government and the services it provides its citizens. 	
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<p>2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.</p> <p>3. Explain the ways that countries interact with each other including:</p> <ol style="list-style-type: none"> Diplomacy, Treaties, International meetings and exchanges (e.g., United Nations), Military conflict. 	<ul style="list-style-type: none"> Research the role of world organizations (i.e., UN, NATO, OPEC, EU, etc) and their responsibilities. Participate in a mock UN meeting. 	
<p><i>Systems of Government</i></p> <p>4. Describe the defining characteristics of democracies, monarchies and dictatorships.</p>	<ul style="list-style-type: none"> Design a poster model showing the defining characteristics of different types of government. 	

VI. Citizenship Rights and Responsibilities Standard

<p><i>Participation</i></p> <p>1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.</p>	<ul style="list-style-type: none"> Participate in a mock election. 	
<p><i>Rights and Responsibilities</i></p> <p>2. Compare the rights and responsibilities of citizens living under various systems of government.</p>	<ul style="list-style-type: none"> Group role play the difference of passing a law under a democracy and under a constitutional monarchy. 	

VII. Social Studies Skills and Methods Standard

<p><i>Obtaining Information</i></p> <p>1. Use multiple sources to define essential vocabulary and obtain information for a research project including:</p> <ol style="list-style-type: none"> Almanacs, Gazetteers, Trade books, Periodicals, Video tapes, Electronic sources. 	<ul style="list-style-type: none"> Complete a “scavenger hunt” utilizing a variety of reference materials. Discuss ways to determine the correct type of reference to use based on the project criteria. 	
<p><i>Thinking and Organizing</i></p> <p>2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.</p> <p>3. Organize information using outlines and graphic organizers.</p> <p>4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.</p>	<ul style="list-style-type: none"> Participate in a simulation of an archeological dig for an imaginary location. Create a graphic organizer utilizing <i>Inspiration / Kidspiration</i> software. Teach note-taking skills and outlining techniques. Utilize graphs and tables to interpret information. 	
<p><i>Communicating Information</i></p> <p>5. Complete a research project that includes a bibliography.</p> <p>6. Communicate a position on a topic orally or in writing and support the position with evidence.</p>	<ul style="list-style-type: none"> Author a classroom “Time/Life” magazine. Research and write a report on a selected topic. Present information orally. Model correct bibliography format. 	
<p><i>Problem Solving</i></p> <p>7. Work effectively to achieve group goals:</p> <ol style="list-style-type: none"> Engage in active listening, Provide feedback in a constructive manner, Help establish group goals, Take various roles within the group, Recognize contributions of others. 	<ul style="list-style-type: none"> Participate in cooperative group project; Include roles for participation, and provide opportunities for reflection and assessment. 	

SOCIAL STUDIES STANDARDS for GRADE 7

I. History Standard

<p><i>Chronology</i></p> <p>1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.</p>	<ul style="list-style-type: none">• Use Internet Websites or Technology Timeline software.	
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<p><i>Early Civilizations</i></p> <p>2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including:</p> <ol style="list-style-type: none"> The development of concepts of government and citizenship, Scientific and cultural advancements, The spread of religions, Slavery and systems of labor. 	<ul style="list-style-type: none"> Make “foldables” for each civilization’s characteristics. Create Venn diagrams and other graphic organizers to illustrate the contributions and characteristics of early civilizations. 	
<p><i>Feudalism and Transitions</i></p> <p>3. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.</p> <p>4. Explain the lasting effects of military conquests during the Middle Ages including:</p> <ol style="list-style-type: none"> Muslim conquests, The Crusades, The Mongol invasions. <p>5. Describe the impact of new ideas and institutions on European life including:</p> <ol style="list-style-type: none"> The significance of printing with movable type, Major achievements in art, architecture and literature during the Renaissance, The Reformation. 	<ul style="list-style-type: none"> Make a chart sequencing events that gave rise to feudalism. Create a flow chart that shows the path from page to knighthood or apprentice to master craftsman Design personal Coat of Arms or family shield or replicate a stained glass window design. Create a model of a feudal castle and village or a Gothic or Baroque cathedral. Utilize Internet Website, Virtual Renaissance, to complete a Website scavenger hunt 	
<p><i>The First Global Age</i></p> <p>6. Describe the importance of the West African empires of Ghana, Mali and Songhay including:</p> <ol style="list-style-type: none"> Trade routes, Products, The spread of the Arabic language, The spread of Islam. <p>7. Describe the causes and effects of European exploration after 1400 including:</p> <ol style="list-style-type: none"> Imperialism, colonialism and mercantilism, Impact on the peoples of sub-Saharan Africa, Asia and the Americas 	<ul style="list-style-type: none"> Simulate an African trade market and barter salt for gold, as well as other goods. Create African Tribal Masks or produce a mural that could be found in Ghana or Mali. Write a journal entry from the point of view of an African tribal leader, a Muslim trader, or a villager Map and illustrate the transfer of goods and slaves on the Triangular Trade Route. 	

II. People in Societies Standard

<p><i>Cultures</i></p> <ol style="list-style-type: none"> 1. Analyze the relationships among cultural practices, products and perspectives of early civilizations. 2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved. 	<ul style="list-style-type: none"> • Use <i>Inspiration or Kidspiration</i> software to create graphic organizers concerning early civilizations' cultural practices, products and perspectives. • Read and illustrate the poem, <i>Kublai Khan</i>, by Samuel Taylor Coleridge. 	
<p><i>Diffusion</i></p> <ol style="list-style-type: none"> 3. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government. 4. Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations. 	<ul style="list-style-type: none"> • Create a multicultural museum exhibit containing artifacts from different civilizations. • Complete a research paper or Power point project detailing the contributions of a famous scientist. 	

III. Geography Standard

<p><i>Location</i></p> <ol style="list-style-type: none"> 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region. 2. On a map, identify places related to the historical events being studied and explain their significance. 	<ul style="list-style-type: none"> • Draw and label maps. • Create topographic maps of selected regions. 	
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<p><i>Places and Regions</i></p> <p>3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.</p>	<ul style="list-style-type: none"> • Use cooperative group experiences to chart how physical and human characteristics of a particular region changed and the consequences of these changes. 	
<p><i>Human Environmental Interaction</i></p> <p>4. Use physical and historical maps to analyze the reasons that human features are located in particular places.</p>	<ul style="list-style-type: none"> • Utilize maps to illustrate locations of human settlements. 	
<p><i>Movement</i></p> <p>5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including:</p> <ol style="list-style-type: none"> Physical features, Culture, War, Trade, Technological innovations. 	<ul style="list-style-type: none"> • List geographic features that impeded the spread of human population throughout particular areas. • Research the causes and effects of specific wars (i.e., Germanic Wars, Crusades, Napoleonic Wars). 	

IV. Economics Standard

<p><i>Scarcity and Resource Allocation</i></p> <p>1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times.</p>	<ul style="list-style-type: none"> • Research major products of specific areas and create a product map to illustrate results. 	
<p><i>Markets</i></p> <p>2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops), and the role of merchants.</p>	<ul style="list-style-type: none"> • Write a ship captain's log or a merchant's ledger of goods and products "bought and sold" during an imaginary trip to specific trading posts. 	

V. Government Standard

<p><i>Systems of Government</i></p> <ol style="list-style-type: none"> 1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today. 2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages. 	<ul style="list-style-type: none"> • Prepare a TV news commentary to explain similarities and differences among Athenian democracy, Roman republic and the US democracy. • Use Venn Diagrams to compare characteristics of city-states, kingdoms, and empires. 	
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VI. Citizenship Rights and Responsibilities Standard

<p><i>Participation</i></p> <ol style="list-style-type: none"> 1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy. 	<ul style="list-style-type: none"> • Participate in a mock election in which results are calculated for both Athenian Democracy and a Roman Republic. Compare how these results would be different for our US voting procedures. 	
<p><i>Rights and Responsibilities</i></p> <ol style="list-style-type: none"> 2. Describe the rights found in the Magna Carta and show connections to rights Americans have today. 	<ul style="list-style-type: none"> • Make a poster listing the rights of citizens found in the Magna Carta and in the US Constitution. 	

VII. Social Studies Skills and Methods Standard

<p><i>Thinking and Organizing</i></p> <p>1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.</p>	<ul style="list-style-type: none"> • Give an oral presentation from the point of view of a famous person in history. Create costumes and bring in an artifact that represents the time period. 	
<p><i>Communicating Information</i></p> <p>2. Compare multiple viewpoints and frames of reference related to important events in world history.</p>	<ul style="list-style-type: none"> • Debate viewpoints related to important events in history. 	
<p><i>Problem Solving</i></p> <p>3. Establish guidelines, rules and time lines for group work.</p> <p>4. Reflect on the performance of a classroom group in which one has participated, including the contribution of each member in reaching group goals.</p>	<ul style="list-style-type: none"> • Participate in a cooperative group project; include roles for student participants and assessment rubrics that establish criteria for quality of work. • Develop a student survey or student teacher conference format to reflect upon overall group performance. 	

SOCIAL STUDIES STANDARDS for GRADE 8

I. History Standard

<p><i>Chronology</i></p> <p>1. Select events and construct a multiple-tier time line to show relationships among events.</p>	<ul style="list-style-type: none"> • Use print sources, internet websites and Technology Timeline software to organize and analyze events. • Research the history and symbolism of the U.S. flag. Create timelines to show changes to the U.S. flag over the years. 	
<p><i>The First Global Age</i></p> <p>2. Describe the political, religious and economic aspects of North American colonization including:</p> <ol style="list-style-type: none"> a. Reasons for colonization, including religion, desire for land and economic opportunity, b. Key differences among the Spanish, French and British colonies, c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts, d. Indentured servitude and the introduction and institutionalization of slavery, e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies, f. Conflicts among colonial powers for control of North America. 	<ul style="list-style-type: none"> • Complete a graphic organizer identifying events that led to increased contact between Europeans, Asians, and Africans during the 1200-1400s. • Create handbills to encourage immigration to colonies listing benefits of relocation. • Write a diary entry of an indentured servant in the Massachusetts Bay Colony. • Create Venn Diagram to compare and contrast information about the settlements in North America. • Research colonial regions' economies. Create pie graphs comparing these economies. • Participate in virtual tour of Colonial Williamsburg or other early American attraction. 	

Revolution

3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:
 - a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts,
 - b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.

4. Explain the results of important developments of the American Revolution including:
 - a. A declaration of American independence,
 - b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779,
 - c. Creation of state constitutions,
 - d. Impacts on women, African-Americans and American Indians.

- Create graphic organizers describing acts passed by the British Parliament and the colonists' responses to these acts.
- View video or DVD about events concerning the American Revolutionary War.
- Draw and label a map of the Original Thirteen Colonies and include sites of major Revolutionary War battles.
- Research Revolutionary War songs and the events that are depicted in the lyrics.

- Write a personal treaty ending the Revolutionary War that includes provisions for surrender.
- Complete a power point presentation describing the roles of women, African Americans, and American Indians during the Revolutionary War.
- Display copy of Emanuel Lutze's painting entitled, *Washington Crossing the Delaware*, and discuss feelings portrayed in the picture.

A New Nation

5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:
 - a. Maintaining national security,
 - b. Creating a stable economic system,
 - c. Dealing with war debts,
 - d. Collecting revenue,
 - e. Defining the authority of the central government.
6. Explain the challenges in writing and ratifying the U.S. Constitution including:
 - a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade,
 - b. The Federalist / Anti-Federalist debate,
 - c. The debate over a Bill of Rights.
7. Describe the actions taken to build one country from 13 states including:
 - a. The precedents established by George Washington, including the cabinet and a two-term presidency,
 - b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank,
 - c. The establishment of an independent federal court system.

- Create a chart highlighting problems faced by the nation following the Revolutionary War and/or listing the weaknesses of the Articles of Confederation in relation to those problems.
- Write speeches from viewpoint of a Federalist or Anti-federalist persuading states to vote for or against the ratification of the Constitution.
- Prepare a press release describing the creation of Washington's cabinet.
- Write a petition to persuade Washington to accept the presidential nomination.
- Draw a political cartoon about one of the elements of Hamilton's financial program.
- Create a one page brief from Hamilton to Washington describing Hamilton's financial plan.

Civil War and Reconstruction

8. Describe and analyze the territorial expansion of the United States including:
- Northwest Ordinance,
 - The Louisiana Purchase and the Lewis and Clark expedition,
 - Westward movement including Manifest Destiny,
 - The Texas War for Independence and the Mexican-American War.
9. Explain causes of the Civil War with emphasis on:
- Slavery,
 - States' rights,
 - The different economies of the North and South,
 - The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act,
 - The abolitionist movement and the roles of Frederick Douglass and John Brown,
 - The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850,
 - The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.
10. Explain the course and consequences of the Civil War with emphasis on
- Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant,
 - The Emancipation Proclamation,
 - The Battle of Gettysburg.

- Prepare a list of questions for an interview with Thomas Jefferson regarding his contributions to the growth of the country.
 - Write diary entries or a series of letters from pioneers traveling westward on a wagon train.
 - View videos and DVDs concerning the Texas War for Independence and the Alamo.
 - Create a power point presentation describing events that led to the Civil War.
 - Create graphs displaying the production of major southern crops over a specific period of time.
 - Read and discuss passages from *Uncle Tom's Cabin* by Harriet Beecher Stowe.
 - Draw and label a map containing the addition of new states to the Union.
 - Research Lincoln-Douglass debates and write small group skits focusing on Americans' reactions to the debates.
 - Create a mock up of front pages of several newspapers describing results of the 1860 election.
 - Write a reflective essay supporting or denouncing the South's decision to secede from the Union.
 - Write a one page biography of famous Civil War personalities.
 - Draw and label a map containing sites of major Civil War battles
 - Write a newspaper article describing a major battle of the Civil War. (ie: the Battle of Gettysburg, Vicksburg, Manassas, etc.).
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- Write a victory rap song for either the Union or Confederate forces.
 - Examine copies of the historical documents, *The Emancipation Proclamation and the Gettysburg*

II. People in Societies Standard

Interaction

1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.

2. Describe and explain the social, economic and political effects of:
 - a. Stereotyping and prejudice,
 - b. Racism and discrimination,
 - c. Institutionalized racism and institutionalized discrimination.

3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.

4. Analyze the economic, geographic, religious and political factors that contributed to:
 - a. The enslavement of Africans in North America,
 - b. Resistance to slavery.

5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.

- Utilize *Inspiration* software to create a graphic organizer depicting the colonies and their specific religious affiliations.
- Make a pie graph identifying the current percentages of religious denominations in the U. S.

- Participate in a field trip to the Civil Rights Museum.
- Guest speaker from the *Facing History and Ourselves* organization.

- Create a “ foldable” explaining why federal and state government began the American Indian removal policies.
- Trace the path of the Trail of Tears.

- Write a letter to the editor of a newspaper describing why the southern colonies enslaved Africans to work.
- Research the role of the NAACP in the twentieth century; include information about their most influential leaders.
- Compare and contrast different African-American organizations and then generalize about their effectiveness.

- Simulate a Women’s Rights march including making banners in support of the issues.

<p><i>Diffusion</i></p> <p>6. Explain how the diverse peoples of the United States developed a common national identity.</p>	<ul style="list-style-type: none"> • Create a classroom collage depicting the various nationalities of each individual student. • Take virtual tour of the Statue of Liberty and Ellis Island. 	
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III. Geography Standard

<p><i>Places and Regions</i></p> <p>1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.</p>	<ul style="list-style-type: none"> • Research and create graphs portraying specific regions of the U.S. as it existed prior to 1877 in comparison to how the same region exists today. 	
<p><i>Human Environmental Interaction</i></p> <p>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</p>	<ul style="list-style-type: none"> • Utilize maps to illustrate locations of human settlements. 	
<p><i>Movement</i></p> <p>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</p>	<ul style="list-style-type: none"> • Play computer simulation games regarding westward expansion (i.e., Oregon Trail). • Write letters as immigrants who received land grants in the western territories. Describe the reasons for relocation, the experiences along the route, and the conditions of the new environment. • Build a diorama of the Erie Canal. 	

IV. Economics Standard

<p><i>Scarcity and Resource Allocation</i></p> <p>1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</p>	<ul style="list-style-type: none"> • Outline in notes the products and resources found in the Northern United States in contrast to those found in the Southern United States. 	
<p><i>Markets</i></p> <p>2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.</p> <p>3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.</p>	<ul style="list-style-type: none"> • Create a flow chart to illustrate the uneven distribution of goods and products under the system of mercantilism. • Chart tariffs prior to the 1860's, their purposes, and their effects. 	
<p><i>Government and the Economy</i></p> <p>4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.</p> <p>5. Explain how governmental protection of property rights and regulation of economic activity affected the development of the U.S. economy.</p>	<ul style="list-style-type: none"> • Complete a series of journal entries about economic problems that a merchant, a farmer, and a tobacco planter faced under the Articles of Confederation. • Create a handbill detailing how Hamilton proposed to use the powers of the national government to promote economic growth. 	

V. Government Standard

Role of Government

1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.

2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:

- a. Payment of debt,
- b. Establishment of a national bank,
- c. Strict or loose interpretation of the Constitution,
- d. Support for England or France.

- Identify the reasons colonists rebelled against England as stated in the Declaration of Independence.
- Use a Venn Diagram to compare the Declaration of Independence and the Enlightenment ideas of John Locke.
- Simulate a Radio Talk Show Interview (ie, Larry King Live) with proponents for a multiple-party government system who possess opposing view points.
- Create campaign slogans of opposing political parties on issues of the time period.

Rules and Laws

3. Explain how events and issues demonstrated the need for a stronger form of government in the early years of the United States:
 - a. Shays' Rebellion
 - b. Economic instability;
 - c. Government under the Articles of Confederation.

4. Explain the political concepts expressed in the U.S. Constitution:
 - a. Representative democracy,
 - b. Federalism,
 - c. Bicameralism,
 - d. Separation of powers,
 - e. Checks and balances.

5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.

6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:
 - a. Freedom of religion, speech, press, assembly and petition,
 - b. Right to trial by jury and the right to counsel,
 - c. Due process and equal protection of the laws.

7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.

8. Describe the process by which a bill becomes a law.

- Write a persuasive speech for rebelling against the government under the Articles of Confederation (i.e., Shay's Rebellion).

- Create a brochure describing the three branches of the federal government.
- Write a recipe for creating the U.S. governments. Include the ingredients (philosophies), measurements (balance of ideas) and the directions (putting ideas into practice).

- Draw a political cartoon focusing on the loss of protection that might occur without the Bill of Rights.

- Create a questionnaire that lists responsibilities of U.S. citizens and conduct a survey of adults regarding fulfillment of these responsibilities.
- Write a TV commercial for a law firm that specializes in protecting individuals through the use of the Bill of Rights.

- Create a brochure listing benefits and urging people to move to the Northwest Territories.

- Create a flowchart depicting how a bill becomes a law.
- Utilize video or DVD of School House Rock, "I'm Just a Bill."

VI. Citizenship Rights and Responsibilities Standard

<p><i>Participation</i></p> <ol style="list-style-type: none"> 1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including: <ol style="list-style-type: none"> a. The Sons of Liberty and Committees of Correspondence/American independence; b. The Underground Railroad and the abolitionist movement/ Abolition of slavery. 2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including: <ol style="list-style-type: none"> a. Nominating conventions, b. Expansion of the franchise, c. Active campaigning. 	<ul style="list-style-type: none"> • Participate in simulation of the Boston Tea Party. • Create flyers and handbills outlining reasons for protests or posting location of meeting and topics of interest. 	
<p><i>Rights and Responsibilities</i></p> <ol style="list-style-type: none"> 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: <ol style="list-style-type: none"> a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner, b. State constitutional conventions and the disenfranchisement of free blacks, c. Jackson and his role in Indian removal, d. Frederick Douglass and the abolitionist movement, e. Elizabeth Cady Stanton and women's rights. 4. Show connections between the rights and responsibilities of citizenship including: <ol style="list-style-type: none"> a. Voting and staying informed on issues, b. Being tried by a jury and serving on juries, c. Having rights and respecting the rights of others. 	<ul style="list-style-type: none"> • Research and write biography of selected historical figures and orally present information. • Create a political cartoon to demonstrate restriction of individual rights during a specific time period. • Role play a jury trial from a topic gained from children’s literature (ie: “Big Bad Wolf” – murder or manslaughter charges, Goldilocks”-breaking and entering, etc.). 	

VII. Social Studies Skills and Methods Standard

<p><i>Obtaining Information</i></p> <p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p>	<ul style="list-style-type: none"> Utilize sections of trade novels (i.e., “Johnny Tremain”, “Break with Charity”, Harriett Tubman and the Underground Railroads, etc.) to compare and contrast historical events. 	
<p><i>Communicating Information</i></p> <p>2. Construct an historical narrative using primary and secondary sources.</p> <p>3. Write a position paper or give an oral presentation that includes citation of sources.</p>	<ul style="list-style-type: none"> Write a newspaper article or editorial about historical events.. Oral presentation concerning specific historical event or controversial topic including quoted material from a primary and secondary source. 	
<p><i>Problem Solving</i></p> <p>4. Organize and lead a discussion.</p> <p>5. Identify ways to manage conflict within a group.</p>	<ul style="list-style-type: none"> Select topic of interest and establish guideline for appropriate student participation. Establish group goals and protocols for differing opinions. Provide clear guideline with checklists or grading rubrics. Offer opportunities for teacher group conferences. 	