

ALASKA LEGISLATURE COMMITTEE FILES 1983-1986 80/2

3967 SHEP SCR 10

SOCIAL STUDIES ECONOMICS (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p> <p>Select examples of business organizations in the private enterprise system.</p> <p>Describe the elements of risk in the operations of private businesses.</p> <p>Suggest the importance of consumer choice in the operation of the private enterprise system.</p> <p>Explain the differences between sole proprietorship, partnerships, and corporations and how they are organized in a free enterprise system.</p> <p>Understand how banking works in the free enterprise system.</p>	<p>The learner will:</p> <p>List three examples of business organizations in a private enterprise system.</p> <p>Write down the elements of risk in the operations of private business given three case studies.</p> <p>Explain the importance of consumer choice in the operation of the private enterprise system given a class assignment to review a film on the private enterprise system.</p> <p>Investigate the operations and organizations of proprietorships, partnerships, and corporations, and write a short paper explaining each organization's roll in the free enterprise system.</p> <p>Explain how our economy would be affected if all banks were required to maintain 100 percent reserve for demand deposits.</p> <p>Chart the check routes from the time it is written until it is returned to the writer given an investigative problem on individual checking accounts.</p>
<p>GOVERNMENTAL INFLUENCE ON THE ECONOMY</p>	<p>Identify examples of government intervention (national, state, and local) in the United States economic system.</p>	<p>Identify those economic systems which show government intervention given two case studies and working in groups.</p>

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	The learner will:	The learner will:
		Describe reasons for and possible consequences of government intervention in the United States economic system (Sherman act, Clayton act, Fair Trade laws).
	Describe private and/or government policies which might alleviate a given economic problem in the United States.	Suggest ways to do the same after discussing a variety of private and/or government policies which might alleviate a given economic problem (U.S. deficit, poverty, in the U.S., housing shortage).
	Recognize examples of government taxing power at the local, state and national levels.	Relate these tax items to his/her own situation having discussed such tax items as social security, inheritance, gasoline and sales tax at the local, state and national levels.
	State reasons for the conflict as well as points of view of parties affected in a given conflict between private business and government regulation.	State reasons, given a research assignment and a variety of reference materials (government control of safety standards on auto's, labor disputes, credit regulation etc.).
	Discuss how the U.S. monetary policies affects the amount of money in existence.	Discuss how this impacts the amount of money let into existence by the Federal Reserve Board given a reading assignment on the U.S. monetary policies (commercial banks, federal reserve system, etc.).

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
<p>BASIC RIGHTS AND RESPONSIBILITIES OF CONSUMERS</p>	<p>The learner will:</p>	<p>The learner will:</p>
	<p>Understand how the government utilizes Gross National Product (GNP) scale and figures to provide it with directions as well as the health of the economy.</p>	<p>Identify how the government use GNP statistics to control the economy given a list of statistical references covering two 10 year periods (1929-39 and 1949-59 -- unemployment, foreclosure, home building, stocks, family income and bank failures).</p>
	<p>State one's own rights and responsibilities in a given consumer loan agreement or other consumer contract.</p>	<p>State one's own rights and responsibilities in the borrowing and the use of credit.</p>
	<p>Identify examples of unwise consumer behavior and state reasons why the behavior is unwise.</p>	<p>Identify unwise consumer behavior and state reasons why the behavior is unwise given three case studies (charge accounts, credit cards installment buying etc.).</p>
	<p>Identify agencies, policies, and/or regulations protecting those who consume specified goods and services.</p>	<p>Research consumer protection agencies (consumer advisory council, Fcod and Drug Administration, Federal Trade Commission etc.) and write a report.</p>
<p>Suggest a local, state, or national agency which might provide help with a specific consumer problem or complaint.</p>	<p>Select and report on a state or national agency which could provide help given a specific consumer problem or complaint (auto-safety, health hazard etc.).</p>	

SOCIAL STUDIES ECONOMICS (One semester course)

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CONTEMPORARY ECONOMIC ISSUES AND PROBLEMS	The learner will:	The learner will:
	Identify sources of information/advise which will enable a person contemplating a major consumer purchase to make a wise choice.	Given a list of reference material and hypothetical purchase, identify sources of information and advice to assist him/her in a wise consumer purchase
	Describe points of view of all parties involved in a particular economic issue.	Given a case study of a specific economic issue (property tax, urban renewal, etc.), describe the various points of view on the issue.
	Evaluate a a current economic problem.	Given a current economic problem (inflation, unemployment, etc.), using the problem solving approach, state the reasons for the problem, state whether the problem is long or short duration, suggest solutions from both private and government and predict consequences of the proposed solutions.
	Compare and contrast strategies or policies that private enterprise and government might use to solve an economic problem.	Discuss strategies or policies private enterprise and government might use to solve an economic problem (limited oil resources, decaying cities, etc.).
Evaluate a list of current economic problems	Distinguish between old and new problems, state which problems can be solved permanently and those which will recur, state which problems can be solved by private action and which will require government action as well and distinguish between those that are national and international in nature.	

SOCIAL STUDIES ECONOMICS (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Compare and contrast how the government uses a variety of economic indicators to understand the economy.	Using a variety of economic indicators (consumer price index, net national product, national income, personal income, consumption demand and disposable income), compare and contrast how government utilizes a variety of economic indicators to interpret the economy.
	Understand and analyze externalities.	Given an example of an activity with both positive and negative externalities, name the externalities, and give a quantitative value to them. Using this information, debate the overall cost/benefit of the activity.
	Describe the means of allocating and using economic resources within a given culture.	Given a research assignment and the appropriate reference material on a given culture, describe the means of allocating and using economic resources within that culture.
	Place in correct order the stages of economic development of a culture.	Given a description of the historical development of a particular culture (Soviet Union, Germany, Italy, etc.), place in correct order the stages of economic development of that culture.
	State accurately the characteristics of particular stages of economic development.	Given terms describing a particular stage of economic development (hunting and gathering, agriculture, manorial, laissez-faire, collective, etc.) state accurately the characteristics of particular stages of economic development.

SOCIAL STUDIES ECONOMICS (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Evaluate the effects of economic interdependence on given societies.	Given a list of economic factors that influence economic interdependence, cite examples of economic interdependence, describe reasons for interdependence, and assess the cost of the interdependence.
	Compare and contrast historic and contemporary economic systems.	Given materials on two different societies one historic and the other contemporary, compare and contrast these two societies in terms of decision making, efficiency, their economic freedom and opportunities they offer their citizens and provisions for the unfortunate.
	Distinguish between democratic and totalitarian economic practices.	Compare and contrast Communism in the Soviet Union, Capitalism in the U.S. and Socialism in India.
	Evaluate the importance of science and technology in the development of economic systems.	Using agricultural charts and graphs showing application of scientific research, increased mechanization and improved farming methods and management evaluate the importance of science and technology in the development of economic systems.

COMMITTEE REPORT

SENATE

FURTHER:

2/26/85

Date 2/26/85

Mr. President

The Committee on HESS considered SCR 10
state Board of Education to require the study of Alaska history and
government in the schools of the state.

and (a majority of the committee) (the committee) reports it back with
the following recommendations:

- do pass
- do pass with attached amendment(s)
- replace with/or adopt CS for SCR 10
- new title
- same title and recommends _____
- and attached a "LETTER OF INTENT" NEW FISCAL NOTE
- reports it back without recommendation
- recommends referral to _____ Committee

MEMBERS SIGNING
DC PASS

[Signature]
[Signature]

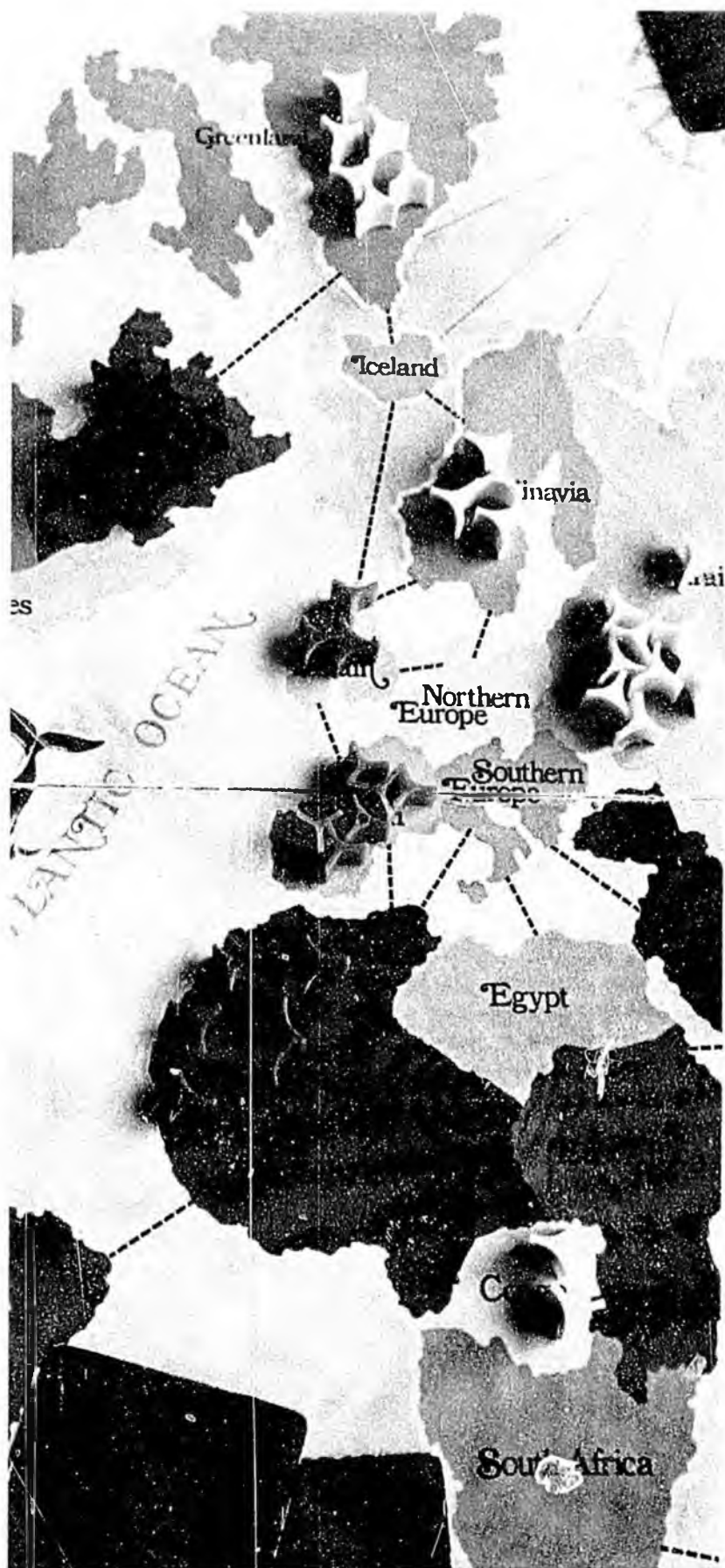
MEMBERS HAVING
OTHER RECOMMENDATIONS

[Signature]

[Signature]
Chairman

[Signature]
Chairman recommendation

Social Studies



*There is a whole strand called
'Citizenship' and Government.*

*(grade 7 *)
(grade 8 - "American History" yes.)
& one part on Alaska)*

Model

Elementary

Curriculum Guide

Draft



June 1984
To Be Revised May 1985

ELEMENTARY SOCIAL STUDIES

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“What greater or better gift can we offer the republic than to teach and instruct our youth?”—Cicero

Preface

Among the many decisions that schools must make, none is more important than the choice of a curriculum. Curriculum defines the intent behind instruction and the expectations we have for student performance. This draft curriculum guide is intended to serve as a model to aid school districts as they develop and review their own curriculum in the area of social studies. In the future as schools use this material to plan and implement programs, its value will be measured in terms of the increased abilities of students to learn, think and perform as informed and productive citizens.

In its present form this document is a draft that synthesizes national and Alaskan curriculum materials. It was prepared by Department of Education staff and has been reviewed by a committee of the Alaska Council of Social Studies Teachers. The document will be reviewed and revised again during the 1984-85 school year. Educators and community members alike are encouraged to read and review this draft and to forward their comments to the Alaska Department of Education.

The format of the model curriculum is straightforward but not oversimplified. It lists concepts, learning outcomes and learning objectives in three columns.

Concepts, shown in the first column, describe the major parts of each curricular area. They define broadly the content to be included in the study of each subject area. They include topics such as *awareness of surroundings* or *awareness that events and ideas change*.

Learning outcomes, shown in the second column, describe the behaviors that students will demonstrate as a result of their learning experiences. Learning outcomes are the goals toward which student learning is directed.

Sample learning objectives, shown in the third column, are reasonable measures of student progress toward the stated goals. Sample objectives are stated as student activities or as quantitative measures of achievement. At least one learning objective is stated for each learning outcome, but each objective is only one of many that could assess students' performance. School districts are encouraged to develop more comprehensive lists that reflect their knowledge of their students and their methods and techniques of instruction.

The Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this material. Our mission is to promote the growth and development of all school aged children through good instruction. We all need to work together to achieve this goal.

Acknowledgments

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

Alaska School Districts

Adak	Galena	Nenana
Anchorage	Haines	Nome
Annette Island	Iditarod	North Slope
Bristol Bay	Kenai Peninsula	Northwest Arctic
Copper River	Ketchikan	Pelican
Cordova	Klawock	Railbelt
Craig	Lower Kuskokwim	Valdez
Delta/Greely	Lower Yukon	Yakutat
Fairbanks	Matanuska-Susitna	

State Departments of Education

Alabama	Maine	South Carolina
Arizona	Minnesota	South Dakota
Arkansas	Maryland	Tennessee
California	Nebraska	Texas
Connecticut	Nevada	Utah
Delaware	New Mexico	Vermont
Florida	New York	Virginia
Idaho	North Carolina	West Virginia
Illinois	Oregon	Virgin Islands
Indiana	Rhode Island	Guam

The department appreciates the efforts of its staff who reviewed and synthesized specific content area materials which resulted in this draft Model Curriculum Guide. Contributions in elementary social studies included:

Jean Ann Alter
Lee Grogan
Jan McCrimmon

Acknowledgments (con't)

The department also appreciates the efforts of members of the Alaska Council of Social Studies who reviewed and critiqued an earlier draft of this Model Curriculum. Working within very tight timelines, they provided useful and helpful suggestions for how the document could be improved. People who were involved included:

Janet Craig, Anchorage
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JoAnne Smatlan, Juneau
Wolfgang Winter, Galena
Carol Krein, Anchorage

SOCIAL STUDIES

Grade 1

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>IDENTITY</p> <p>Awareness of one's own values, attitudes, and capabilities as an individual and a member of a group.</p>	<p>The learner will understand that:</p>	<p>The learner will:</p>
	<p>All people are alike and different in many ways although they share common characteristics.</p>	<p>Contribute to a bulletin board of pictures which illustrate that all people need air, food, shelter, water, love.</p>
	<p>Each person is a unique individual with:</p> <ul style="list-style-type: none"> *a name *physical characteristics *feelings and emotions *wants and needs *abilities and talents *a heritage. 	<p>Help make a mural of magazine pictures that express different feelings.</p>
	<p>Though families differ, most people live in families or family-like groups. Families may differ:</p> <ul style="list-style-type: none"> *in size *in relationships *in the roles and ages of members 	<p>Make a family booklet that includes pictures (or representations of) of all family members; then the learner will describe his/her family to the class, and discuss the differences among classmates' families.</p>
	<p>Families have emotional needs for love and caring.</p>	<p>Describe the things his/her family members do to show that they love each other.</p>
<p>Members of a group learn to behave as part of that group.</p>	<p>Participate in an activity depicting personal qualities that improve one's relationship with others (e.g., respect, courage, cooperativeness, and friendliness).</p>	

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will understand that:</p> <p>Learning to cope responsibly with stressful situations is part of growing up.</p> <p>All families have a past, which can be learned and studied. Some families record their pasts in various ways.</p>	<p>The learner will:</p> <p>Listen to a story, such as <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> and talk about good days and bad days.</p> <p>Share information he/she has about older members in his/her family.</p>
<p>CITIZENSHIP/GOVERNMENT</p> <p>Awareness of the geographic/political organization which unites people by a common government.</p> <p>Awareness of membership in a community, with its accompanying behaviors, rights, and responsibilities.</p>	<p>Each person has a responsibility as a part of many groups, i.e.:</p> <ul style="list-style-type: none"> *family *peer group *classroom *school *community. <p>People make rules to protect their health and safety and to maintain order:</p> <ul style="list-style-type: none"> *in homes *in schools *in public places *in the local community *all over the world. <p>Citizenship includes an awareness of our nation's symbols.</p>	<p>Be a member of a "Good Citizen" club at school and will talk about what that means.</p> <p>Help make safety rules for getting to and from school, or for the classroom.</p> <p>Recite the Pledge of Allegiance, and sing our National Anthem.</p>

SOCIAL STUDIES GRADE 1

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will understand that:	The learner will:
	Citizenship includes an awareness of the patriotic celebrations of our nation including: *Lincoln's Birthday *Washington's Birthday *Independence Day *Labor Day *Columbus Day *Martin Luther King Day *Veterans Day	Participate in classroom holiday-related activities, such as a play about the Fourth of July.
	Events in the past affect the happenings of today.	Talk to an older person about the most important event in his/her life and how it affected him/her.
	History is the study of people and events of the past.	Make a story showing that local history can be learned by listening to stories by older people.
	A good citizen shows a positive attitude toward his/her work and play.	Demonstrate that he/she knows how to take turns when using school property.
	A good citizen understands and follows the school rules.	Match cards showing actions (walked away from a game, sent a get well card) with descriptive words or phrases (polite, shares with others).
	Our nation has a flag for a symbol, different from other national flags.	Be able to pick out an American flag from other nations' flags.

SOCIAL STUDIES GRADE 1

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will understand that:	The learner will:
	We study about our national heroes in order to learn more about our nation's past.	Match cards with names or pictures of heroes to their accomplishments-- (Washington--first president; Columbus--discovered America).
	Our nation honors leaders of our past, such as: *political leaders *social leaders *cultural leaders.	Discuss what makes a person famous and/or important as a leader.
	Government is used to provide for the common needs of people.	Visit the local post office and discuss how the post office provides services for all American citizens.
	Governments (city, state, federal) have rules, just like families have rules.	Meet and talk with local Native Corporation representatives or other local government figures.
	The globe is a representation of the earth that shows major land masses called continents, major water bodies called oceans, the North and South Poles, countries such as the United States.	Find the two poles on a globe and the United States.

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
CULTURE	The learner will understand that:	The learner will:
Awareness of the ways of living that a society develops to meet its fundamental needs.	Families exist throughout the world.	Use puppets to dramatize families and family life from different parts of the world.
	<p>Families may observe different festivals and celebrations in different ways. Customs may include: *holiday celebrations *food and eating customs *customs in the homes *play and recreation *customs of worship *dress *roles of men and women *roles of children.</p>	<p>Examine photographs, movies, slides, or pictures of holiday celebrations and will compare those activities to his/her family's own celebrations.</p>
	<p>All people need to learn, and they learn in many ways, such as: *from parents, grandparents, great grandparents *from children and grandchildren *from peers *from neighbors and community members *from teachers.</p>	<p>Participate in the development of a class list of things they can do, and then he/she will illustrate how he/she learned those things.</p>
	School is one place where we can learn.	<p>Draw scenes from school and other settings where he/she learns.</p>
	<p>Cities, villages and towns are places where people live.</p>	<p>Make up a story about where he/she would like to live anywhere in the world, and what that community would be like.</p>

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will understand that:</p> <p>There is a variety of cultural groups indigenous to Alaska.</p>	<p>The learner will:</p> <p>Name native cultural groups of Alaska and discuss some of their differing cultural customs.</p>
<p>EMPATHY</p> <p>The ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.</p>	<p>All people need others:</p> <ul style="list-style-type: none"> *for help *for companionship *for comfort and understanding *to meet physical and emotional needs and wants. <p>In every family there are conflicts that:</p> <ul style="list-style-type: none"> *involve dilemmas about what is right and fair *must be resolved *require decision-making and problem-solving. <p>We should have respect for the rights and property of others.</p> <p>We need to be understanding and sympathetic toward the needs of others.</p> <p>We can learn to accept differences in mental and physical abilities.</p> <p>We need to be tolerant and appreciative of other's traditions and customs.</p>	<p>Participate in a brainstorming session, making a list of situations in the home and school in which people need one another.</p> <p>Role-play alternative endings to family conflict situations.</p> <p>Draw a picture illustrating a family rule about ownership of property.</p> <p>Be exposed to a number of other groups of people and nations involved in meeting needs and wants.</p> <p>Listen to stories from children's literature, such as <u>A Button in Her Ear</u>, which encourages understanding of physical handicaps.</p> <p>Share his/her family traditions, customs, and language.</p>

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will understand that:</p> <p>We need to show respect for our family elders.</p> <p>Some family customs are based on:</p> <ul style="list-style-type: none"> *family history/heritage *religious customs *holiday celebrations *home rituals *communication and language *customs. <p>Customs are learned from others.</p>	<p>The learner will:</p> <p>Talk about things people once did that machines do now.</p> <p>Listen to community members talk about their particular family customs and dictate a story about what they heard.</p> <p>Listen to stories from children's literature that provide cross cultural insights.</p>
<p>INTERDEPENDENCE</p> <p>Reliance upon other in mutually beneficial interaction and exchange.</p>	<p>Family members may fulfill different roles at different times. They may:</p> <ul style="list-style-type: none"> *act as producers *act as consumers *work to meet the needs and wants of members *teach others in the family. <p>Families are part of a neighborhood environment and depend upon other individuals and groups in the neighborhood.</p>	<p>Illustrate or find pictures in magazines which show family roles, and participate in a group discussion about these roles.</p> <p>Draw a community mural showing people at work.</p>

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will understand that:</p> <p>Communities are organized to provide services to people because:</p> <ul style="list-style-type: none"> *people need things they cannot supply alone *governments can help to meet those needs *services may differ from area to area 	<p>The learner will:</p> <p>Go with the class on a field trip to visit a neighborhood or village service providers and draw pictures of the experience.</p>
	<p>People work to earn money to buy things they need and want by:</p> <ul style="list-style-type: none"> *using ideas, abilities, skills, resources, and tools. 	<p>Match pictures of various workers with sentences describing their work.</p>
	<p>People are both consumers and producers of goods and services.</p>	<p>Make a bulletin board showing various jobs inside and outside the home, and things purchased for inside and outside the home.</p>
	<p>People in families, schools, and communities all over the world must depend on others to help them meet their needs and wants for:</p> <ul style="list-style-type: none"> *food and water *shelter *clothing *energy *health *safety *resources. 	<p>Make contributions to an experience chart showing the needs of the school and the sources required to meet these needs.</p>
	<p>As we grow, we learn to cooperate with others to make decisions.</p>	<p>Brainstorm alternate solutions to a class problem.</p>

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>ENVIRONMENT</p> <p>Awareness of surroundings, including natural elements and elements created by humans.</p>	<p>The learner will understand that:</p>	<p>The learner will:</p>
	<p>Our environment influences our life-style.</p>	<p>Discuss local climate and clothing, how seasons and weather control work, and how his/her family adapts to cold, rain and other Alaskan environmental conditions.</p>
	<p>Alaska has a variety of climates within the state.</p>	<p>Point out areas of Alaska, and describe what the climates are like.</p>
	<p>Alaska has characteristics which make it different from other states.</p>	<p>Recognize the state flag, state flower, state bird, state song, and distinguishing characteristics of Alaska.</p>
	<p>Places can be located on maps.</p>	<p>Locate Alaska on a U.S. Map.</p>
	<p>Maps can be made of rooms and buildings.</p>	<p>Help label objects found in the classroom on a large map of the room.</p>
	<p>Objects in a room can be located on maps.</p>	<p>Diagram the location of stores in a shopping center or in the village, the inside of a local store, or the inside of his/her own room.</p>
	<p>Towns, cities, and states can be located on maps.</p>	<p>Find his/her own town or village on an Alaskan map.</p>
<p>Features such as hills, rivers, and lakes are sometimes located on maps.</p>	<p>Help draw a local area map, locating several geographic features on it.</p>	

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will understand that:</p> <p>Location and direction of an object can be stated as relative to some other object, such as:</p> <ul style="list-style-type: none"> *above/below *near/far *here/there *top/bottom *over/under <p>Cardinal directions can be used to help find things on a map.</p>	<p>The learner will:</p> <p>Tape a story entitled, "All Around Me," using direction words.</p> <p>Label a map, putting "north", "south", "east", and "west" directions on it.</p>
<p>SCARCITY</p> <p>Awareness of the conflict between unlimited needs and wants and limited natural and human resources.</p>	<p>All people have basic needs for food, shelter, and clothing.</p> <p>Families' wants are determined in part by culture, custom, and tradition.</p> <p>Families' needs and wants often exceed limited resources, so decisions must be made.</p> <p>People must make careful use of their natural resources.</p>	<p>Make a poster showing family shelters around the world and answer a variety questions about how they are made and used.</p> <p>Read stories, watch film-strips or look at pictures of families living in different cultures or in different locations, and discuss with friends how their ways are different.</p> <p>Participate in a classroom store simulation activity which develops the idea that choices must be made in relation to income.</p> <p>Explain the reasons for Alaskan laws against destroying the natural environment.</p>

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>TECHNOLOGY</p> <p>Awareness that people use tools and methods to obtain what they need and want.</p>	<p>The learner will understand that:</p>	<p>The learner will:</p>
	<p>People use tools to accomplish work, extend human capabilities, and develop resources.</p>	<p>Take home a form to fill out with his/her family to discuss the tasks he/she can do alone "all the time, sometimes, and not yet".</p>
	<p>Members of families work to meet their needs and wants in a variety of jobs, using a variety of tools.</p>	<p>List and illustrate all the tools he/she can find in his/her kitchen.</p>
	<p>Over a period of time, tools change.</p>	<p>Design a snow machine, a new bag for a store, a new toothbrush, or a new bed.</p>
<p>CHANGE</p> <p>Awareness that things, events, and ideas change over a period of time.</p>	<p>Modes of transportation affect the way people live.</p>	<p>Make up a story with pictures that show how things that aren't grown in Alaska get to the local community.</p>
	<p>Families follow a pattern of development whereby young people grow up and establish families and when their children grow up they have families of their own.</p>	<p>Fill in family names on a "family tree", with the help of his/her parents.</p>
	<p>People can make and change rules in order to make them effective and relevant.</p>	<p>Discuss with classmates classroom rules, why they are necessary and what could happen to make them no longer necessary.</p>
	<p>People, places, and things change.</p>	<p>Make a sequential picture, titled "I Have Changed," using real photos or drawings, Perhaps including "Me As A Baby", "Me As A Toddler", and "Me Now" etc.</p>

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Younger and older people, places, and things have value.	Visit with an antique collector or local historian as he/she can show old tools or other old objects, and compare them to new tools.
	People, places, and things have a past and a history.	Participate in a discussion about the town's history and what it was like in the past with emphasis on housing, foods, transportation, clothing, and occupations.
	Change can have positive and negative consequences.	Participate in a discussion about what happens when a family moves.
	Change is constant.	Listen to and talk about stories from children's literature which describe changes in children's lives.
	We have names for the days of the week and month.	Use the calendar to find dates of special events and to determine the length of time between important dates.
	We have names for the seasons of the year.	Tell what months are associated with which seasons.
	We can be aware of current events.	Dictate an experience story about a recent event which happened which was interesting to him/her.

SOCIAL STUDIES

Grade 2

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
IDENTITY		
Awareness of one's own values, attitudes, and capabilities as an individual and a member of groups.	<p>All people are alike and different in many ways although they share common characteristics. They all:</p> <ul style="list-style-type: none"> * need air, food, water, shelter, and love. * have feelings * have physical similarities * have needs and wants * make choices * communicate. <p>Individuals can belong to groups, but retain their own identity.</p> <p>Learning to cope responsibly with stressful situations is part of growing up.</p> <p>We can learn to get along with other people and work cooperatively with them.</p>	<p>Prepare class lists of needs for children living in varied environments around the world.</p> <p>Role play a scout meeting where there is conflict over a group project for the year, brainstorming possible solutions to the conflict.</p> <p>Write a story about a time he/she needed help, telling why help was needed and who helped.</p> <p>Write a want ad about the kind of friend he/she is looking for or an advertisement for him/herself as a friend.</p>
CITIZENSHIP AND GOVERNMENT		
Awareness of the geographic/political organization which unites people by a common government.	<p>Being part of a group means that a person has both rights and responsibilities.</p> <p>He/she is a member of a school community, with a certain role, rights, and responsibilities.</p>	<p>Make lists and discuss things he/she is allowed to do and things he/she has to do.</p> <p>Help prepare a "Who Does What in Our School" Chart.</p>

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
Awareness of membership in a community, with its accompanying behaviors, rights, and responsibilities.	The learner will understand that: Individual and group rights must be protected in a school setting.	The learner will: Discuss the rights of students: right to quiet right for equal chance right to be treated fairly.
	Groups have leaders and leaders have a responsibility to the group.	Be leader of a small group for a day and discuss his/her reactions to that experience.
	Individual needs and desires are sometimes in conflict with the needs and desires of groups or society.	Solve a problem about what happens when the class is going on a field trip to a local site and one student wants to go some where else.
	Individuals and groups have a responsibility to resolve conflicts.	Discuss the role of the group and the individual in solving the conflict of over where to go on a field trip.
	There are a variety of ways to resolve conflict in the home and in the school.	Examine with the class several conflict situations and will decide how he/she would treat a friend, a stranger, and an enemy in each conflict situation.
	Family members develop rules to govern and protect family members.	Compile a class list of rules from individual homes, discuss why the rules are necessary, and ways the rules might be changed and then together categorize the rules as health rules, safety rules, and other rules.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Schools and communities have rules and laws to govern and protect community members.	Participate in a class discussion about rules that might be important in rural, urban and suburban areas of Alaska.
	Schools and communities have rules and laws to provide for the health, safety, and well-being of members, to maintain order, and to protect individual rights.	Write a story about the day there were no laws.
	People are punished for not obeying the laws of the community.	Question a community resource person such as a judge, lawyer, or police officer about what punishments courts give people who do not obey the laws of the community.
	Working to improve one's school or community is important.	Listen as guest resource speakers visit the classroom and talk about working to improve the community.
	Our country is called the United States of America and why it is called that.	Discuss and visually demonstrate the notion that the United States is made up of separate states.
	Our country has leaders who make and carry out laws.	Identify pictures of the President, Vice President and Alaska's two U.S. Senators.
	The President helps to carry out laws.	Role play being the president who has to carry out a specific law.
	Local communities elect people to make laws.	Visit the office of a local lawmaker.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will understand that:</p> <p>Certain symbols represent our country.</p> <p>The flag is a symbol for our country, that the flag has meaning, and that respect should be shown to the flag.</p> <p>Many of our holidays are patriotic celebrations and that these holidays are celebrated for specific reasons.</p>	<p>The learner will:</p> <p>Learn to sing "America."</p> <p>Design an appropriate flag representing our nation and discuss why he/she designed it that way.</p> <p>Participate in a classroom celebration of a national holiday.</p>
CULTURE		
Awareness of the ways of living a society develops to meet its fundamental needs.	<p>People often live together in communities because of similarities in their individual needs and wants.</p> <p>The variety of cultural, racial and ethnic backgrounds contribute to life in America.</p> <p>Families are found in urban, rural and suburban communities.</p> <p>People learn social skills, work skills, knowledge, and recreational skills from members of the community.</p> <p>Members of a community and parent influence the language that each child speaks.</p>	<p>Discuss reasons why people in his/her community have chosen to live there.</p> <p>Learn about diverse famous Americans through the use of a variety of media.</p> <p>Prepare a bulletin board of pictures of families in located around the world.</p> <p>Role play how to behave in a restaurant and grocery store.</p> <p>List the language backgrounds represented in the class.</p>

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Communities establish patterns of individual and group behavior which their members are expected to follow if they wish to remain in good standing.	Discuss ways people are expected to act in the local area and what happens if people do not act in expected ways.
	Communities close together tend to be more alike culturally than those farther apart, since they usually have greater opportunities to learn from each other.	View filmstrips about and compare a community in another land with a nearby Alaskan community.
	There are similarities and differences in the interests, needs, traditions and heritage of rural, suburban and urban communities in our country and throughout the world.	Make posters or shadow box displays about life in different kinds of communities.
	Culture is preserved and transmitted through celebration of holidays and through festivals, fairs, monuments, and statues.	Name a variety of local or regional fairs, festivals, statues and monuments and tell why they are there.
	Culture is transmitted through the use of folk tales.	Listen to native Alaska folk tales and retell one of them.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>EMPATHY</p> <p>The ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.</p>	<p>The learner will understand that:</p> <p>We need to be tolerant and appreciative of other's traditions and customs.</p> <p>We should have respect for the rights and property of others.</p> <p>We can learn to appreciate and be tolerant of other's beliefs, attitudes, values, and abilities.</p> <p>We can learn about our nation's history and honor our own nation's leaders of the past, as well as our community's elders.</p> <p>To resolve conflicts a person may need to see the point of view of others.</p> <p>A variety of cultural and ethnic backgrounds exist in the classroom and community.</p>	<p>The learner will:</p> <p>Participate in a "Native foods" party and will sample items that are foreign to him/her.</p> <p>Name several community rules or laws intended to protect people's rights or property.</p> <p>Research how friendship is expressed in other countries.</p> <p>Listen to and retell a story about a famous American.</p> <p>Examine a conflict situation in a book and discuss how different characters might feel in that situation.</p>
<p>Participate in preparing a class</p> <p>INTERDEPENDENCE</p> <p>Reliance upon others in a mutually beneficial interaction and exchange.</p>	<p>Family members learn from one another.</p> <p>Family members give each other emotional support.</p>	<p>heritage tree.</p> <p>Share personal experiences about things he/she have learned from his/her family, which may include crafts, music, language.</p> <p>Discuss two case studies of a family's problems and explain how family members could help each other deal with the specific problems.</p>

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Family members share interests.	List interests and things by his/her family do together.
	Family members work to earn money to supply wants and needs.	Make a poster showing "Things I Like to Buy," "Things I Like to Trade," and "Things I Like That Are Free."
	People in rural, urban and suburban communities are producers of goods and services needed by each other.	Take part in a simulation activity designed to emphasize the importance of trading items produced in rural areas, but needed in urban and suburban areas.
	Students consume many goods and services throughout the school day.	Inventory the classroom waste basket to determine what has been discarded during the day.
	Communities collect taxes to pay for services needed by the public.	Simulate the concept of tax in a classroom activity.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
ENVIRONMENT	The learner will understand that:	The learner will:
	<p>Neighborhoods and communities have many institutions to meet the needs of their people--schools, churches, local governmental units, hospitals. Communities can provide a variety of services such as:</p> <ul style="list-style-type: none"> fire department police department social welfare agencies library park and recreation facilities health department 	<p>Visit a local institution and discuss what services it provides.</p> <p>Visit and discuss a variety of community service agencies.</p>
	Cooperation and interaction are necessary to resolve conflict.	Play a game which illustrates cooperation is necessary to get to the final goal.
	Our environment and the culture influences our ways of meeting basic needs.	Look at pictures, books and media depicting a family in another culture meeting their basic needs, and orally compare that to his/her own family.
Awareness of surroundings, including natural elements and elements created by humans.	There are basic differences between urban, rural and suburban communities.	Be exposed to families living in rural, urban and suburban settings through audiovisual materials, children's literature, and resource texts and discuss two differences.
	There are similarities and differences in the land use of rural, urban and suburban communities.	Participate in a project where the class is divided into three sections and each section will prepare a model or mural of a community in a specific environment, either rural, urban or suburban.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Where a community is located may have much to do with its growth and development.	Brainstorm what factors might have caused three communities (rural, urban and suburban) to be different or similar.
	As communities grow, they sometimes unknowingly pollute their environment.	List ways the environment can be polluted.
	Planning can help people not to pollute their environment.	Practice things he/she can do to keep the school and the neighborhood from being polluted.
	Animals and plants in a community are affected by many non-living things.	Discuss the effect of cars, snow machines, and airplanes on his/her life.
	Boundaries are often formed by natural geographic features.	Examine maps and look for geographic features which form political boundaries.
	Community locations and distances within and between communities can be shown on maps and diagrams.	Locate his/her own community and others on Alaskan map.
	Nature, climate, and geography often influence the development of a community.	Observe and identify geographic features of his/her own community.
	Symbols like traffic signs, traffic lights and street and highway markings are helpful to the people of a large community.	Identify a variety of traffic signs and street and highway markings.
	Recreation available in a community is influenced by the climate and geography of a community.	Review pictures of a variety of communities and discuss what people in those communities might do for fun.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Transportation choices are influenced by the climate and geography of a community.	Examine pictures of terrain and modes of transportation and try to decide what types of transportation would most likely be used in those places.
	Celebrations and festivals are sometimes related to seasonal changes	Discuss community celebrations or events that are linked to seasonal characteristics. (example: winter carnival)
	The environment often determines the type of employment that is available.	Match pictures of workers and environments.
	Alaska has a variety of plants, land animals, sea mammals, fish, and amphibians.	Make a collection of Alaskan wild flowers or will identify animal and plant life around his/her community.
	Alaska has a variety of climates within the state.	Listen to a statewide weather report and compare weather conditions across Alaska on a given day.
	Maps are representations of the earth's surface.	Use a world map to locate cardinal directions, North and South poles, and major landforms and bodies of water.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
<p>SCARCITY</p> <p>Awareness of the conflict between unlimited needs, and wants and limited natural and human resources.</p>	<p>People in the community work to earn money to purchase goods and services to meet their needs and wants.</p>	<p>Discuss what he/she does at home to earn money and how he/she spends it and make a list of jobs he/she could do at home or in the community to raise more money.</p>
	<p>There are a variety of ways people obtain their income.</p>	<p>Explore and list jobs likely to be found in rural, urban and suburban settings.</p>
	<p>People in homes, schools and communities must make choices due to unlimited wants and needs and limited resources.</p>	<p>Talk about television ads and how they are created to affect our choices and participate in a group project to devise an ad designed to make a product appealing to other students.</p>
	<p>People who have resources left over may save those resources.</p>	<p>Discuss reasons people in his/her family save money.</p>
	<p>Natural resources can be used carefully so that they last.</p>	<p>Invite local community members to class and talk about use of natural resources in the community.</p>

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
TECHNOLOGY	The learner will understand that:	The learner will:
Awareness that people use tools and methods to obtain what they need and want.	A wide variety of tools and equipment are necessary to provide goods and services to the community.	Classify pictures of tools and equipment according to different occupations.
	New machines and new information often mean that people must specialize.	Discuss the special roles of... ..doctors, pediatricians, family practitioners; ..dentists, dental hygienists; ..architects, plumbers, carpenters, roofers. computer programmers.
	Specialists such as roofers, electricians, and plumbers help communities and schools to build safer buildings.	Listen to a school service worker discuss his/her job and why it is done the way it is.
	Modes of transportation within a community affect how people live.	List types of transportation used to get to, from, and within his/her community.
CHANGE	People, places and things continuously change.	Talk with his/her parents and neighbors about what families were like years ago.
Awareness that things, events, and ideas change over a period of time.	Schools, communities, and families of the past are not the same as schools, communities and families of today.	Listen to and then write a story about schools and teachers of the past.
	People react in a variety of ways to change.	Discuss how he/she would feel and what he/she would do if the playground toys were to be removed.

SOCIAL STUDIES Grade 2

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will understand that:	The learner will:
	Changes do not always indicate progress.	Discuss ways the classroom can be changed and evaluate whether those changes would be better or worse for the class.
	As communities grow, farm land is changed.	Be able to explain why farmland disappears as communities grow.
	Communities of the future may be different in many ways.	Draw or write a story about a community of the future.
	The types of employment available in a community is constantly changing.	Listen to a story about a community where a lumber mill or fish processing has just closed and will discuss what the people will do for jobs.
	A community's past influences what happens in a community.	Help construct a class general time line of his/her own community's history.
	We should be aware of current events.	Bring magazine and newspaper clippings to share and be displayed, and will point out the location of the events on a map.

SOCIAL STUDIES

Grade 3

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
IDENTITY. Awareness of one's own values, attitudes, and capabilities as an individual and a member of groups.	The learner will understand that: Every member of any community is a unique individual with talents, abilities, feelings, and values. Every person is a member of several groups: family; ethnic; occupational; religious groups; national; cultural interests; political; age; and special interest. Families exist in all communities. These families may vary in size, relationships, roles, and composition. Our feelings influence our behavior.	The learner will: Complete an "All About Me" booklet which includes autobiographical facts and interests, and display it along with other classmates' booklets. Make a list of all of the different groups he/she is a part of. Help create a bulletin board titled "Our Families", using real photos. Tell how she/he feels about something using only facial expressions and body language.

SOCIAL STUDIES Grade 3

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will understand that:	The learner will:
	The things that a person learns as a member of society makes up his/her culture.	Participate in an "Cultural Origins" and contribute food, arts, crafts, songs, etc. representing his/her cultural heritage.
	Communities in any nation have social/cultural similarities and differences due to many factors. These can include family life, ways of meeting wants and needs, customs, traditions, and language.	Help prepare a group report about life in a community that is bound together by ethnic heritage.
	People who live in the United States have a common patriotic heritage.	After discussing and celebrating a patriotic holiday, develop a new community holiday, writing a short report citing reasons why this holiday should be celebrated.
	Our ways of meeting our needs and wants are influenced by our culture, values, environment, experience, technology, and the of information we receive.	Bring advertisements for a specific article (a jacket, a bike, a car) and will discuss how these ads can try to make the product appealing to us.
	Learning to cope responsibly with stressful situations is part of growing up.	Be able to identify stressful situations in his/her life, explain how he/she deals with them, and explain the consequences.
	We should value our own cultural heritage.	Read library books about his/her own cultural heritage and write a short report.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	We should be able to work cooperatively with others.	Participate in a scavenger hunt using special predetermined rules requiring cooperation.
CITIZENSHIP/GOVERNMENT		
Awareness of the geographic/ political organization which unites people by a common government.	Students in schools have rights, rules, and responsibilities. The rules help to maintain order, promote health and safety, and protect individual rights.	Make a booklet about rules that help people get along together in school, and read to a younger student.
Awareness of membership in a community, with its accompanying behaviors, rights, and responsibilities.	Communities make rules and laws to protect and govern their members. These rules also maintain order, promote health and safety, protect individual rights, and provide services.	Help make a class graph where community laws and rules are listed and charted as to their purpose (order, health and safety, rights, services).
	Alaska has state, borough and city governments which make rules and laws for its citizens.	Name an Alaskan law and local law and why the local law is there.
	Alaskan natives have formed groups called Native Corporations.	Listen to a representative or parents from the local Native Corporation talk about why the corporations exist and write a report on their purposes.
	People in communities can plan, organize, and make decisions for the common good.	Participate in a class project which is planned to help the rest of the school.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	People in communities sometimes disagree about issues involving the common good. These conflicts may arise over: use of technology; land use; resource management; distribution of scarce commodities and resources; customs and traditions.	Explain how people might influence a decision to be made by a local government if they want something changed.
	The communities' needs, wants, and priorities influence the rules and laws that are developed.	Brainstorm why people may have difficulty satisfying their needs in a city.
	He/she has responsibilities as a citizen of Alaska.	Participate in a brainstorming activity to identify and discuss ways to make Alaska a better place to live.
	Our form of government in the United States is called a democracy.	Be actively involved in a discussion of the term democracy and how it compares to monarchy and dictatorship.
	In a democracy, people have the right to make choices and decisions about the rules and laws that govern them.	Vote on a class issue/rule/project.
	A good government meets the needs of its citizens.	Help make a class chart showing things a government provides for its citizens (good roads, police protection, protection of rights, etc.).

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	There are three parts to our government ...the part that makes laws (Congress), the part that decides that the laws are fair (the courts), and the part that carries out the law (the executive branch and governmental agencies).	Discuss Alaskan government and the three state branches (legislative, judicial, executive).
	Our nation has leaders and our state has leaders.	Know the names of Alaska's governor, our two U.S. senators, our representative, and his/her own state representative and senator.
	We can use many sources to learn information about the past.	Help make a class list of all the ways we can learn about the past.
	Citizenship includes an awareness of the symbols of our nation, such as, Washington, D.C., the center of our country's government.	Use a map of Washington, D.C. to locate various national monuments and government buildings.
	Citizenship involves an awareness of the patriotic celebrations of our nation.	Participate in various activities appropriate for the holiday, including a study of why we celebrate it, the heritage of the holiday, and for whom the celebration occurs.
	Citizenship includes an understanding of patriotic symbols for the country and state.	Learn to sing the Alaska Flag Song.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>CULTURE</p> <p>Awareness of the ways of living a society develops to meet its fundamental needs.</p>	<p>The learner will understand that:</p>	<p>The learner will:</p>
	<p>The family is the basic institution of of culture.</p>	<p>Help make a poster portraying a family in a different culture and a family within his/her own, comparing such things as: Food, Shelter, Transportation, Jobs, etc.</p>
	<p>Society teaches, preserves, transmits, and institutionalizes culture.</p>	<p>Listen to community members share personal religious traditions, family customs, or family celebrations and identify common elements.</p>
	<p>People of similar cultural groups often live together in a community, sharing customs, language, beliefs, and religious faith.</p>	<p>Listen to or read selections from children's literature that depict cultural communities and deal with such features as ethnic heritage, language, and religion and compare with their own.</p>
	<p>Cities are made by people: as market-places; as workplaces; as centers of culture.</p>	<p>Listen to a community member speak who grew up in a large city, as he/she describes what it is like to grow up in a crowded urban area and list ways life is different in their own community.</p>
	<p>Folk tales of Alaska are one means for a culture to be passed from one generation to another.</p>	<p>Put on a puppet show about a folk tale he/she has heard.</p>
<p>Recognize Alaska's four (or more) regions and the environment and cultures of each.</p>	<p>Identify four regions of the state and the native cultures of each of them.</p>	

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
EMPATHY	Family organizations differ.	Discuss pictures of families, comparing and contrasting sizes, relationships of nuclear, extended, traditional family groups, and roles of family members around the world.
The ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.	Learn to appreciate and be tolerant of other's beliefs, attitudes, abilities, values, and cultural heritage.	Write a story about his/her grandparents and where and how they lived when they were young.
	Some people are bound together by ethnic heritage, religion and language.	Begin to develop an awareness of the diversity of language through elementary foreign language experiences.
	We should have respect for the rights and property of others.	Discuss several laws that are made by our nation that help us respect each person's individual rights.
	Families in all communities of the world have needs and wants.	Participate in a group project where the four basic needs of food, shelter, clothing, and love are explored in detail.
	Life in communities around the world has many similarities, as well as many differences.	Compare the life of a person living in a large city in another country with that of a person living in a large U.S. city.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>INTERDEPENDENCE</p> <p>Reliance upon others in mutually beneficial interaction and exchange.</p>	<p>The learner will understand that:</p>	<p>The learner will:</p>
	<p>People work together and rely upon one another to satisfy their needs for food, clothing, shelter, and love.</p>	<p>Make a checklist which includes answers to questions such as: In a family, who works to provide income?; who cares for other family members?; who decides what things families buy?; and who makes purchases?</p>
	<p>People work to provide income to purchase things they need.</p>	<p>Look at a list of possible purchases he/she could make and evaluate which are needs and which are wants.</p>
	<p>Family members provide services to one another.</p>	<p>Draw a poster showing what each family member does when the family is preparing to go on a summer holiday, clean the house, work outside, etc.</p>
	<p>Jobs available within the community vary from community to community.</p>	<p>Compare his/her local economy with that of another Alaskan community.</p>
	<p>Family members make economic decisions regarding income, expenditures, and savings.</p>	<p>Make a sample "budget" showing his/her allowance and how it is divided up into wants, needs, or savings.</p>
	<p>As we grow, we learn to cooperate with others to make responsible decisions.</p>	<p>Identify him/herself as a decision maker and demonstrate skills in making responsible decisions.</p>
	<p>As we grow, we learn ways to solve problems.</p>	<p>With a small group of classmates, discuss "What if" situations and choose the best of three given solutions.</p>

SOCIAL STUDIES Grade 3

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will understand that:	The learner will:
	Needs and wants are met with goods and services.	Draw a picture of his/her parent's job on a class chart, showing "Jobs That Produce Goods" and "Jobs That Provide Services".
	Cities and towns serve as the main supplier of goods and services, yet are dependent on suburban and rural areas for things such as produce and recreation.	Identify services in his/her own community and interview a service worker about his/her job and how it is dependent on other services or goods.
	People in all communities are producers and consumers of goods and services.	Be able to correctly define "goods", "services" "producers" "consumers"
ENVIRONMENT	Our environment influences our ways of meeting our basic needs.	Compare how the need for shelter is satisfied in Alaska, a village in South America, and a community in Pennsylvania.
Awareness of surroundings, including natural elements and elements created by humans.	Prices of goods and services can rise or fall.	Compare last year's prices to this year's (using two catalogues, old newspapers, etc.).
	The cost of living in Alaska is generally greater than elsewhere in the United States.	List in writing some reasons for the high cost of living in Alaska, after comparing the prices of items shipped from Seattle by air, barge, and mail.
	Communities around the world differ from from one another in physical features, history, transportation, architecture and services.	Explore the similarities and differences between a selected community from another continent and his/her own community.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Geographic and climatic factors influence people's life styles.	Work in a group to collect data about a community somewhere else in the world , including information about occupations, settlement patterns, transportation, housing, and recreation.
	The development of a community is influenced by environmental and geographic factors, such as physical features, climate, vegetation, availability of natural resources.	Listen to a community member talk about the local community's history and why it was started there.
	People living in urban areas may have different needs from people living in rural areas.	Have a pen pal his/her own age in a rural or urban area (the opposite of his/her own community).
	Various means of transportation have affected the location, growth, and development of cities.	Look at a map of Alaska and speculate about why towns, villages, and cities were developed where they were.
	People can modify their environment or adapt to it to meet their needs.	Show pictures of a variety of man-made changes in the landscape and climate (roads, buildings, dams, seawalls, airstrips, etc.).
	Alaska has a number of natural resources; some are "renewable" and some are not.	Identify four natural resources and four human resources of Alaska.
	The economy of Alaska can be linked to its history.	Read and discuss selections from children's literature about the Gold Rush days, the settling of white people in Alaska or other historical events.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Alaska has a variety of mammals, birds, insects, fish, shellfish, and water mammals.	Identify some of the more common birds around his/her community.
	Maps are representation of the earth's surface.	Locate the state of Alaska, his/her community, and the capital on Alaska and world maps.
	Maps can be used to learn about our community and the world.	Identify location of current events heard on the radio or read about in newspaper or magazines.
	Maps generally show: locations, boundaries, distances, symbols, physical features.	Play a map game to practice recognition of map features.
	Cardinal directions can be used to construct maps.	Learn to read directions on a compass and relate them to a map.
	The globe is a model of the earth, and it can be divided into hemispheres.	Use a globe to locate his/her own city, state, and country on a globe (or map, if the community is not on the globe).
	The globe shows continents, oceans, North and South poles, the equator, and comparative distances and sizes.	Use a globe to identify his/her own community and find a community with a similar distance from the poles in another part of the world.
	The major land features which characterize the earth's surface are continents, plains, plateaus, hills, mountains, and valleys.	Indicate on an outline map of Alaska - Alaska Range, Brooks Range, Yukon River, Arctic Ocean, Bering Sea, Bering Strait, Aleutian Islands, Wrangell Mountains.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Major vegetation zones include forests, grasslands, deserts, tundra, and seashores.	Color an outline map of Alaska, indicating vegetation zones.
	Water features of the earth include: oceans, seas, deltas, lakes, rivers, and bays.	Label the following on an Alaskan map - ocean, island, bay, sea, river.
SCARCITY	People must make economic choices due to unlimited wants and needs and limited resources.	Tell of a personal experience involving a choice he/she had to make regarding satisfying his/her wants or needs.
Awareness of the conflict between unlimited needs, and wants and limited resources.	Economic choices are often difficult, are influenced by personal values, cultural values, and change over time.	Fill out a worksheet matching pictures of family members with pictures of items each might wish to have; discuss how some family members give up what they may want for themselves so that someone else in the family can get what he/she wants or needs.
	Opportunity cost is when people have to give up buying one thing they may want so they can buy another item they need or want more.	Draw a picture of something he/she wishes to buy and discuss why he/she wants it and how he/she goes about obtaining it.
	People in cities must work collectively to overcome problems.	Identify examples of pollution in a large city (Anchorage) and describe the effects in terms of health, aesthetics, and economics.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>TECHNOLOGY</p> <p>Awareness that people use tools and methods to obtain what they need and want.</p>	<p>The learner will understand that:</p> <p>Environmental factors influence the development of an area.</p> <p>Subsistence living is a way of using natural resources to provide a family's needs.</p> <p>People use tools and technology to meet their wants and needs.</p> <p>Creative development of tools, inventions, methods, and knowledge insures change for the future.</p> <p>Specialization and division of labor help us use resources more effectively.</p>	<p>The learner will:</p> <p>Study a city in the United States and brainstorm about what factors led to the growth of that city.</p> <p>Discuss his/her own village/town and whether people in it practice a subsistence life style.</p> <p>Tape record a report about one machine that has changed the way that we work and live.</p> <p>Design a tool for the future and explain how it would change the way . we do something.</p> <p>Set up a mock "assembly line" to accomplish a certain task (assemble class papers, make art project, tell "community story").</p>
<p>CHANGE</p> <p>Awareness that things, events, and ideas change over a period of time.</p>	<p>People in communities plan, organize, and participate in political action to effect change.</p> <p>Change is continuous and sometimes causes conflicts.</p>	<p>Participate in a discussion about a school rule that needs changing; be part of a group to try to effect that change.</p> <p>Listen to two community members debate a controversial subject that involves a change from traditional use of a resource and defend one of the points of view.</p>

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	People adapt to and/or change their environment through agricultural development, construction products, natural resources development, transportation networks, and/or communication facilities.	Discuss how Alaskan cultures have changed because of a construction project, a transportation network or other new development.
	Communities change over time in: size; way of living; population; discovery; use and depletion of natural resources; attitudes, beliefs, and values of community members; food; shelter; clothing.	Work in a group to produce "Then and Now" murals, both depicting his/her own community and Asian, African, or Native American communities as examples.
	Communities of the future will be different in many ways (location, architecture, transportation, communication, education, resources occupations, recreation, etc.).	Predict and write a list of five things he/she will do as an adult that will be different than the way things are done now.
	We can learn about geography through the study of current events.	Discuss possible consequences of current events on daily life based on their geographical location.
	Use historical evidence to show how things have changed.	Use pictures of the community in the past, or school records, or other evidence, to describe some changes in the community.
	Events in the past affect the happenings of today.	Chart the history of Alaska on a time line, including early exploration, indigenous people, reasons for immigration and settlement, and progress toward statehood.

SOCIAL STUDIES

Grade 4

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
IDENTITY	<p>The learner will understand that: His/her cultural background influences values and beliefs.</p>	<p>The learner will: Compare the values and belief of at least two separate cultural groups.</p>
<p>Awareness of one's own values, attitudes, and capabilities as an individual and a member of groups.</p>	<p>His/her actions and beliefs influence the actions and beliefs of friends.</p>	<p>Explain how he/she might keep a friend from participating in an undesirable activity.</p>
	<p>His/her actions influence the course of historical events.</p>	<p>Read about and report on a situation where the actions of individuals have influenced the course of historical events.</p>
	<p>Within his/her own community he/she will encounter diversity in areas such as:</p> <ul style="list-style-type: none"> * family types * religion * ethnic heritage * language * age, race, sex 	<p>Identify and chart diversity among ethnic and cultural groups within his/her community and within a culturally and geographically different community.</p>
CITIZENSHIP AND GOVERNMENT	<p>The contributions of some Americans were so significant that days were set aside to honor these individuals.</p>	<p>Use a variety of media to develop biographies of famous Americans. and celebrate one holiday named for a famous American.</p>
<p>Awareness of the geographic/ political organization which unites people by a common government.</p>		

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
<p>Awareness of membership in a community, with its accompanying behaviors, rights, and responsibilities.</p>	<p>The learner will understand that:</p> <p>Citizens contribute to and participate in political action at the local level through: membership and active roles in political parties, and in community action, and as individuals, and voting, following rules and laws.</p>	<p>The learner will:</p> <p>Brainstorm lists of expectations for responsible "classroom citizens" and lists of expectations for responsible "adult citizens."</p> <p>Illustrate or collect pictures of expected behaviors and compare and contrast individual lists with those of his/her classmates.</p>
	<p>Citizens are responsible for participating in solving the problems of the present and future in a global world, as problem-finders/solvers, as decision makers, and as participants.</p>	<p>Select one of several energy-related future scenarios presented in class and role play decision making about the future.</p>
	<p>In the United States, our political system is generally described as a representative democracy.</p>	<p>Prepare a bulletin board of newspaper and magazine clippings about the President, Vice-President, Alaska's U.S. Senators and Alaska's U.S. Representatives, and general government happenings.</p>
	<p>Our federal government has three separate branches to perform the three major tasks of any government.</p>	<p>Prepare lists of responsibilities for each of the three branches of government.</p>
	<p>The Native Land Claims Settlement Act is a landmark in the development of Alaska.</p>	<p>Watch a filmstrip or read a story and discuss the changes of the Native Land Claims Settlement Act and some of the features of the Act.</p>

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will understand that:	The learner will:
	Alaska state government is structured similar to the federal government.	Name key Alaskan public officials and list responsibilities of those officials.
	The kind of government people have determines the extent of personal freedom, and their privileges.	Role play a situation in class where one group does not have personal freedom, and discuss his/her reactions to the experience.
	A democratic system, such as that of the United States, allows citizens to influence the rate and type of change.	Choose a school or community situation he/she would like to see changed and as a class develop a strategy for effecting change.
	In a democratic community, citizens plan and direct change through political participation.	Hold a mock election or elect officers for a classroom club.
	Providing services that individuals cannot provide for themselves is a function of government.	List services provided by government, and services they feel should be provided.
	Planning is a function of government.	Given an environment (underwater area, for example) work with other learners to plan a community that would operate efficiently in the environment, considering housing, travel, health care, natural resources, etc.

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will understand that:	The learner will:
	In the future citizens will need to plan and direct change in order to live in peace in a global world.	Work in groups or as a class to discuss problems the world faces and brainstorm a few possible solutions.
	United States governments at all levels have structures to allow them to fulfill the functions of making enforcing, and interpreting laws.	Be exposed to and have the opportunity to question resource people from local government legislative bodies and agencies.
	All levels of the United States' governments have officials who are chosen by appointment or selection by the people. Political leaders contribute talents, ideas, expertise, and experience.	Discuss what talents, ideas, and experience would help him/her make a good public official.
	Availability of occupational choices directly relates to local, state, and national policy decisions.	Talk with a local official about where the local government spends money and what jobs are available because of local spending.
	Democracy is based on the assumption that majorities of citizens are the best judges of what is good for them and that they are entitled to the right to make decisions.	Role play with others the concept of majority rule and minority rights while trying to solve a classroom based problem.
	The American flag is important as a symbol for the United States.	Describe the symbolism of the American flag.

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
<p>CULTURE</p> <p>Awareness of the ways of living a society develops to meet its fundamental needs.</p>	<p>The learner will understand that:</p> <p>The United States has a cultural history. Contributions to the cultural heritage of the United States come from many groups of people and outstanding individuals.</p> <p>People from many regions of the world have contributed to the culture of the United States.</p> <ul style="list-style-type: none">* Europe* Africa* Asia* South America <p>A community's past and present history is filled with contributors, male and female and of varied cultural and socio-economic backgrounds, who have influenced the community by their gifts and examples.</p> <p>People of a local community tend to be influenced by and benefit from other cultures by their gifts and examples including of creative products in art, music, literature and dance, and ideas and traditions, and customs</p>	<p>The learner will:</p> <p>Discuss the cultural background of outstanding Americans. Prepare biographical reports or "news briefs" about outstanding Americans with varied cultural backgrounds.</p> <p>Discuss reactions of an Inupiat village and people in a small town in the Mid-West to adoption, or another common issue.</p> <p>Prepare and administer a telephone or CB survey asking respondents to name individuals who have contributed or are contributing to the development of the community, and then compare his/her list with lists suggested by the teacher and other members of the class.</p> <p>Bring in examples of how the local community benefits from cross cultural contributions.</p>

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will understand that:	The learner will:
	Alaska's Native groups have made significant contributions to the culture of Alaska.	Prepare report on how a group of Alaskan Natives have contributed to Alaska's culture.
	<ul style="list-style-type: none"> * Haida * Tlingit * Athabascan * Eskimo * Tsimshian * Aleut 	
	Complex skills in handicrafts, building and architecture indicate a well-developed civilization.	Compare skill levels of two diverse cultures, after viewing movies, filmstrips or pictures.
	Cultural diversity may sometimes mean conflicting values, and different ways of.	Predict how different characters from children's literature would react to specific conflict situations.
	An individual may learn a variety of occupational skills and may earn a living in many different ways.	Prepare a list of all the jobs he/she would like to have as an adult.
	Cultures can influence other cultures and bring about change.	Explain how the European cultures changed the Native American cultures and how the Native American cultures changed European cultures.
	There are commonalities among cultures.	Illustrate ways two cultures are the same.
	Humans use their ingenuity to change their environment.	Use his/her ingenuity to solve simulated problems posed by the teacher..

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will understand that:	The learner will:
	Communities share some common traditions regarding food, celebrations, and recreation.	Compare traditions in their local community with traditions in a culturally and geographically different community.
EMPATHY	To appreciate cultures which are different from his/her own he/she must make an effort to understand different cultures.	Utilize a variety of media to do a case study about a person in a different cultural setting.
The ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.	The diversity in the local community may help in understanding diversity around the world.	Identify differences in opinion and values in the classroom or community, and discuss how much more complex the differences get as the number of people increases.
INTERDEPENDENCE	Through the years people in the community have organized to try to meet needs and wants by providing goods and services in a variety of ways.	List community groups and agencies which exist to provide for special needs and then categorize these groups as providers of services and providers
Reliance upon others in a mutually beneficial interaction and exchange.		Select a past community event, for example, a local issue like a school closing, park expansion, or a local rezoning question, and interview local community members to determine their perceptions of what occurred.

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will understand that:	The learner will:
	Today many companies and corporations and organizations in a local community have links around the world.	Prepare questions about international connections for a representative from a local business with links to other areas of the state, country or world.
	Economic interdependence affects our relationships with other nations.	Read about and list examples of economic interdependence, between Alaska and other nations.
	International trade makes available a greater quantity and variety of goods.	Name and illustrate a variety of goods that come from other countries.
	In an increasingly interdependent world, economic events will have global impact.	Prepare a bulletin board which illustrates how the local community is affected by the world petroleum market.
	World progress depends to a large extent on friendly relations among the nations of the world.	Discuss ways that nations can cooperate.
	Economic energy, and environmental events in the future of the United States and the world will affect the learner's local community.	Choose an energy, environmental, or demographic problem and work in groups to develop possible solutions to the problem.
ENVIRONMENT	There is a relationship between the earth's climate and its position in space.	When given a globe, demonstrate rotation, revolution and generalize how this causes day and night and seasons.
Awareness of surroundings, including natural elements and elements created by humans.		

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will understand that:	The learner will:
	Seasonal changes are related to the positions and movements of the earth within the solar system.	Draw a simple diagram illustrating the tilt of the earth's axis at various seasons of the year, and will explain how the tilt of the axis causes climate changes which distinguish the seasons.
	A number of factors determine climate in Alaska.	Discuss reasons for the climate in each area of Alaska, including influence of latitude, proximity to Pacific and Arctic Oceans, seasonal wind currents, etc.
	The native cultural groups of Alaska have a demographic history.	Prepare bulletin boards of subsistence cycles and locate Native cultural groups of Alaska on an Alaskan map.
	The earth is constantly changing.	After a series of activities in the classroom, describe the cause and effect of earthquakes, volcanoes, glaciers, and erosion of the earth.

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	<p>The learner will understand that:</p> <p>There are specific vocabulary words associated with natural and people-made environments.</p>	<p>The learner will:</p> <p>Correctly define the meaning of terms commonly used to locate and describe natural regions, including.</p> <ul style="list-style-type: none">* mountain range* plateau* valley* peninsula* plain* river systems* delta* ocean* coastline* natural* people-made boundaries
	<p>Communities and nations have political and natural boundaries which can be located on maps and globes using:</p>	<p>Using a variety of political and land form maps, use symbols and latitudes and longitude to locate his/her own community, state, nation, neighboring countries and other countries of interest.</p>
	<p>Communities have a geographic history.</p>	<p>Take pictures of present community sites, compare these to old photos of the same site. Date them and place them as a pictorial timeline of the area.</p>

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	<p>The learner will understand that:</p> <p>The geographic history of the local community can be correlated to the geographic history of the United States, especially as it relates to Native Americans, Westward expansion, and immigrant populations</p> <p>The geography of a community influences the wants and needs of people in that community.</p> <p>People of the past and present share common problems related to their physical environment.</p> <p>Because of contrasting environments a nation or a region can produce goods and services with different degrees of efficiency.</p> <p>Geography of a region influences economic development.</p>	<p>The learner will:</p> <p>Work in groups to make diagrams or models depicting his/her community at different time periods of U. S. history.</p> <p>Suggest solutions to give local community problem using a problem solving process which includes: Defining a problem, Gathering data, Analyzing data, Generating alternative solutions, Selecting the best solution, Testing and evaluating the solution</p> <p>Prepare an oral report on the ways people of different areas throughout history have provided for basic needs.</p> <p>Explain why the United States steel industry developed in Pittsburgh rather than San Diego, or another similar example.</p> <p>Give examples of how geography has influenced economic development in the United States, using a map to point out the reasons used.</p>

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
<p>SCARCITY</p> <p>Awareness of the conflict between unlimited needs, and wants and limited natural and human resources.</p>	<p>The learner will understand that:</p>	<p>The learner will:</p>
	<p>The term "Scarcity" implies a supply inadequate to meet the demand or satisfy need.</p>	<p>Given a list of definitions, learners will correctly recognize a definition of scarcity.</p>
	<p>Resources and goods are limited and that their distribution may cause conflict.</p>	<p>Take part in a simulation activity where the class must decide on the distribution of a limited amount of food.</p>
	<p>Resources are not equally distributed among the nations and regions of the world.</p>	<p>Compare food resources available in two distinct and different regions. (for example, India and Alaska)</p>
	<p>There are areas of today's world where resources to meet basic needs do not exist.</p>	<p>Through reading or other media become acquainted with people in a community where survival is threatened.</p>
	<p>The main purpose of economic activity is to satisfy the wants of people for goods and services (goods and services, consumers, producers).</p>	<p>Describe how bartering in a primitive society differs from the use of money in our society.</p>
	<p>Alaska industries help Alaskans obtain goods and services.</p>	<p>Write letters to obtain information about Alaskan industries.</p>
<p>Forms of transportation are a part of the consumer price of a good service.</p>	<p>Describe various forms of transportation for several goods in the state of Alaska, and list the relative costs of each on a chart.</p>	

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
TECHNOLOGY	The learner will understand that:	The learner will:
Awareness that people use tools and methods to obtain what they need and want.	Budgeting of personal income has a purpose.	Make a budget for one week for him/herself, and evaluate it at the end of the week.
	Using available technology, people change the land to suit their needs wherever possible.	List ways the land in their community has been changed over the last fifty years, and explain what technology contributed to the change.
	Modern technology has increased the diversity of uses for natural resources.	Make a chart showing the many products made from petroleum.
	Technological advances change modern life.	After reading stories and articles, describe how industrialization promotes growth in the cities.
CHANGE	History is subject to individual interpretation.	Record reactions to a staged classroom event. (For example, two learners might stage a fight, the "observers" would describe the fight, and differences will be discussed.)
Awareness that things, events, and ideas change over a period of time.	Individuals interpret materials based on their knowledge, skill, educational training, experiences and values.	Participate in a class activity where everyone makes interpretations about simulated historical event.

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	<p>The learner will understand that:</p> <p>As learners they will often obtain historical information from secondary sources.</p> <p>History may change as it is retold.</p> <p>Change is: universal, continuous, and influenced by many factors.</p>	<p>The learner will:</p> <p>Locate historical data in texts or resource books in the library.</p> <p>Compare two written accounts of the same historical event and list the differences between them.</p> <p>List ways families in the local community and families in a chosen distant community change over time, including:</p> <ul style="list-style-type: none">* roles* rules* members relationships* homes* customs, and* language
	<p>Change happens in a variety of ways including:</p> <ul style="list-style-type: none">growthdeclineassimilationaccommodation <p>and that examples can be found in the local school and community.</p>	<p>Collect old school floor plans, pictures, yearbooks, and newspapers to use in reporting on changes in their schools.</p>
	<p>People in a community have needs and wants, some of which change over time.</p>	<p>Compare his/her needs and wants to the childhood needs and wants of historical characters.</p>

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	<p>The learner will understand that:</p> <p>Through change a local geographical history has developed.</p> <p>Changes in communities often result in conflicts over needs and wants.</p> <p>Rules and laws in the community's past are different than today's rules and laws.</p> <p>Ways of learning within the learner's local culture have changed over time and have varied from place to place in our country.</p> <p>The actions of people of the present will influence the lives of people in the future.</p>	<p>The learner will:</p> <p>Investigate and record the history of local boundaries and land use.</p> <p>Interview a local community member and tape record their account of how conflict has caused change in the area.</p> <p>Compare a list of past rules and laws with a list of rules and laws today.</p> <p>Gather information about schooling and growing up practices in different time periods and help develop a class mural depicting this information.</p> <p>Discuss his/her wishes for his/her children and ways to make those wishes come true.</p>

SOCIAL STUDIES

Grade 5