

**Wayne Central School District
Ontario Center, NY 14519**

**Social Studies
Social Studies
Curriculum**

FIRST GRADE
Draft

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Scope and Sequence Team

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I. District Philosophy

The Wayne Central School District believes that the goal of education is the all-around development of each student. The role of the school is to enable individuals to develop to their fullest potential.

The school, in cooperation with the home and community, will assist the student with intellectual, social, cultural, emotional, physical and moral growth. The school should help create within each student an awareness of civic responsibilities and respect for authority to assist the student in becoming a well-integrated, responsible person capable of assuming a vital role in an evolving civilization.

The Wayne Central School District subscribes to the general theory of individual differences; namely, that each student is an individual and has innate abilities, ambitions, and emotions. In the process of educating this individual, the program should provide a challenge while reflecting a concern for needs based on individual capabilities.

The Wayne Central School District further subscribes to the following fundamental principles:

- 1. Children, regardless of potential, are capable of learning and acquiring the skill and knowledge needed to function to the best of their ability in our society,**
- 2. Our responsibility is to see that children learn. The energies of all participants should be focused on achieving the desired outcomes. Accountability does not end with following established rules and procedures; its essence is found in results,**
- 3. Minimum competence, while necessary, is not enough. Successful participation in our society demands much more. All children are entitled to approved curriculum, to instructional methods, and to expectations that challenge them to perform at their best, and help them to become truly proficient in knowledge and skills,**
- 4. Every child in New York State is entitled to the resources necessary to provide the sound, basic education that the state constitution requires,**
- 5. Each participant in the educational system should have the opportunity to effectively discharge his or her responsibility, and each participant should be held accountable for achieving desired results. This principle applies to all participants in the educational process – students, parents, teachers, counselors, librarians, administrators, the Board of Education, and others,**
- 6. Achievement of desired results by individuals and groups should be rewarded. Creativity in our students needs to be nurtured and encouraged. Occasional failure in a large and diverse system is probably unavoidable. However, failure should not be permitted to persist. When it occurs, with either individuals or groups, help should be provided and the situation changed.**

II. District Mission Statement:

Based upon the belief that all students can learn, the staff of Wayne Central School district accepts the responsibility to teach all students regardless of differences, the fundamental skills. We further accept the responsibility to challenge all students to attain higher levels of achievement. Wayne Central will provide the opportunity, environment, and encouragement to meet this goal while developing the whole child physically, emotionally, and culturally.

III. NYS Learning Standards:

Health, Physical Education, and Home Economics

1. Personal Health and Fitness – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. A Safe and Healthy Environment – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment
3. Resource Management – Students will understand and be able to manage their personal and community resources.

Mathematics, Science, and Technology

1. Analysis, Inquiry, and Design – Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. Information Systems – Students will access, generate, process, and transfer information using appropriate technologies
3. Mathematics – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
4. Science – Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
5. Technology – Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
6. Interconnectedness: Common Themes – Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
7. Interdisciplinary Problem Solving – Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

English Language Arts

1. Students will listen, speak, read and write for information and understanding. As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.
2. Language for Literary Response and Expression – Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers. Students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.
3. Language for Critical Analysis and Evaluation – Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speaker and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.
4. Language for Social Interaction – Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As reader and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Languages Other Than English

1. Communication Skills – Students will be able to use a language other than English for communication.
2. Cultural Understanding – Students will develop cross-cultural skills and understandings.

The Arts

1. Creating, Performing, and Participating in the Arts – Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
2. Knowing and Using arts materials and Resources – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
3. Responding to and Analyzing Works of Art – Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
4. Understanding the Cultural Contributions of the Arts – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies

1. Career Development – Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
2. Integrated Learning – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
3. Universal Foundation Skills – Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
4. Career Majors – Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Social Studies

1. History of the United State and New York – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras themes, developments, and turning points in the history of the United States and New York.
2. World History – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives.
3. Geography – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places, and environments over the Earth’s surface.
4. Economics – Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
5. Civics, Citizenship, and Government – Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States Constitution; the basic civil values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship including avenues of participation.

IV. Commencement Outcomes

"Adult Roles, Skills & Knowledge"

CITIZEN

A citizen is a responsible, law-abiding member of society who:

- Has a strong sense of values;
- Knows right from wrong;
- Is aware of community news, issues and norms;
- Accepts diversity in ethnicity and belief;
- Has knowledge of government at all levels and issues relative to each;
- Associates with others in positive and productive ways.

LIFE - LONG LEARNER

A life-long learner is one who perseveres, is self-motivated, is innately curious, focused and:

- Is able to set goals;
- Adheres to deadlines/due-dates, has time management skills and abilities;
- Is a problem solver, can define problems, analyze information and task analyze/prioritize potential solutions, has the ability to select the best "tool/strategy" for the situation, and can enlist others in the process of evaluation and refocusing.

LEADER

A leader is a problem solver with effective communication skills. He/she has an ability to motivate others and:

- Is a strong willed person with vision, beliefs and convictions to carry out each.
- Is able to recognize and effectively use all resources, such as material, time and human
- Is responsible and accountable for self and others.

WORKER/WAGE EARNER/BUSINESS OWNER

A worker/wage earner is an individual who is trust worthy, moral and ethical, and who:

- Possess basic job skills with a willingness to change, grow and develop new skills;
- Is a good communicator;
- Demonstrates leadership skills and initiative and the ability to work as a team player;
- Is responsible, reliable and respectful to others;
- Has the ability to make sound decisions.

CONSUMER

A consumer is an individual who has knowledge of the global economy and:

- Utilizes and applies budgeting skills and credit awareness;
- Maintains long-terms personal financial planning (savings, banking, retirement);
- Understand one's rights, responsibilities and risks.

COUNSELOR/TEACHER/MENTOR

A counselor/teacher/mentor is an individual who is patient, self-confident, assertive leader who:

- Is a problem solver and can guide others to solve problems;
- Is an active listener;
- Is aware of issues, societal, family, religious differences and different customs;
- Has interpersonal skills and values others opinions.

PARENT/FAMILY MEMBER

A parent/family member is an individual who:

- Is nurturing and loving;
- Displays flexibility;
- Has high character and morals;
- Is accountable and consistent with respect to expectations and follow through;
- Becomes actively involved in their children and family's education and other pursuits.

FRIEND

A friend is an individual who shows great interest and respect for others, and who:

- Is non-judgmental and available when a time of need arises;
- Is unselfish, honest, supportive, caring and genuine;
- Is an open-minded listener who seeks to understand before being understood;
- Give him/herself to other without expectations of compensation or return of favor.

V. Scope and Sequence

Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
1. Members of a Community	5.2, 5.3	Identity, change, culture, interdependence, needs/wants, places and regions, human systems, and empathy.										
Myself and others				M	E	E	R	R	R	R	R	R
My family and other families				T	T	M	R	R	R			
History of my family					I	T	R	M				
My school and community				I	T	M	R					
My neighborhood				I	T	M	R					
My community and local region					I	T	R	M				
Places in my community and local region					I	T	R	M				
My community and region today					I	I	R	M				
Cultures and civilizations						I	T	R	R	M		
Communities around the world							T	R	R	M		
2. Citizenship		Citizenship and civic life, human systems, decision-making, nation state, government										
Awareness of patriotic celebrations				T	T	R	R	M				
Physical, human, and cultural characteristics of world communities							T	R	R	M		
Symbols of citizenship				T	T	R	R	M				
Symbols of citizenship in world communities							I		T	M		
Rights, responsibilities, and roles of citizenship				I	M	E	R	R	R	R	R	R
Making and changing rules and laws				I	M	E	R	R	R			

Key:

- I** Skill is introduced but not benchmarked
- T** Skill receives considerable instruction (taught but not benchmarked)
- M** Concept is mastered and benchmarked. Note that a skill may be introduced and benchmarked in one year. In those cases, only an M appears
- R/E** Concept is reviewed or expanded

Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
People make rules which involve consideration of others and provide for the health and safety for all.			I	T	M	R						
People depend on and modify the <u>physical environment</u>					I	T	M	R				
Governments												
• Around the world							I	I	M	M	R	R
• American								I	M		M	R
• Purposes								I	M		M	R
• Local						I		M				
• State						I		M				
3. Economics	4	Places and regions, human system, environment, society, needs and wants, scarcity, economic systems, factors of production, interdependence										
People help one another meet needs and wants				I	T	M						
Economics decision making					I	M	R					
Economics decision making in world communities						I	M		R			
People use human, capital, and natural resources						T	M		R			
4. American History	1, 3	Change, movement, cultural diversity, place regions, government, needs, wants, civic values, environment and society, economic systems										

Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8	
A. Prior to 1500	I	Skill is introduced but not benchmarked											
History of social sciences	T	Skill receives considerable instruction (taught but not benchmarked)									T	R	
Geographic factors of culture	M	Concept is mastered and benchmarked. Note that a skill may be introduced and benchmarked in one year. In those cases, only an M appears				I		M			R		
Native Americans of New York State	R/E	Concept is reviewed or expanded				I		M			R		
Iroquois and Algonquian civilizations						I		M			R		
Europe's conception of the world								I			M		
B. European colonization of the Americas													
Exploration and settlement						I		M			R		
Three worlds meet in Americas (Europe, Americas, Africa)						I		M			R	R	
Colonial and revolutionary periods						I		M			R		
Geographic, economic, political factors						I		M	R		M		
Lifestyle						I		M	R		M		
C. Revolutionary War	1	Places and regions, human systems, change									M		
Causes						I		M			M		
Protest to separation								M			M		
The Revolutionary War in New York State								M			M		
Economic, political, and social changes								M			M		
Military aspects of the social changes								M			M		
Early attempts to govern								M			M		
D. The New Nation	1, 5	Technology						M			M		
The new nation						I		M			M		
Industrial growth and expansion						I		M	M		M		
Content Understandings	I	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8

I Skill is introduced but not benchmarked
T Skill receives considerable instruction (taught but not benchmarked)
M Concept is mastered and benchmarked. Note that a skill may be introduced and benchmarked in one year. In those cases, only an M appears
R/E Concept is reviewed and expanded upon

and technology													
Changing political boundaries									M	R	R		
Geological							T	R	M	R			
Physical, cultural, political, economic features							T	R	M	R	R		
Characteristics of places							T	R	M	R	R		
Perceptions based on culture						I	T	R	M	R	R		
Complexity of cultures							T	R	M	R	R		
Modify physical environment through human actions						I	T	R	M	R	R		
C. Economies	4	Economic systems, needs and wants, factors of production, interdependence, technology											
Supply and demand						I	T	R	M		R		
Utilization of scarce capital, human resources, natural resources						I	T	R	R	M		R	
Availability of resources						I	T	R	R	M		R	
Sharing products and resources								T	R	M		R	
Economic decision making								I	T	R	M		R
Science and technology influences standard of living								I		T	M		R
Change of lifestyles due to exchange of products and people								I	T	R	M		R
Decisions of one region impacting others									T	R	M	R	R
D. Governments	5	Interdependence, citizenship and civic life, civic value, government											
Differing belief systems									I	T	M		R
Basic civic values						I	T	R	R	T	M		R
Protection of individual rights						I	T	R	R	T	M		R
Content Understandings	I	Standard Concepts/Themes	PK	K	1	2	3	4	5	6	7	8	
Rights of citizens in United States	M	Concept is mastered and benchmarked. Note that a skill may be introduced and benchmarked in one year.						I	T	R	M		R

I Skill is introduced but not benchmarked
T Skill receives considerable instruction (taught but not benchmarked)
M Concept is mastered and benchmarked. Note that a skill may be introduced and benchmarked in one year.
 In those cases, only an M appears
R/E Concept is reviewed and expanded upon

versus other countries													
Roles of citizens in United States versus other countries							I	T	R	M		R	R
Responsibility of citizens to monitor authority							I	T	R	M		R	R
International organizations								T	R	M			M
6. Eastern Hemisphere	2	Change, identity, needs and wants, technology, culture, interdependence, empathy, nation state, economic systems, values, world in spatial terms											
A. History													
Measurement of time, years, decades, millennia							I	T	E	E	R	R	M
Key turning points and events chronologically									I	T	R	R	M
Different people/different perspectives									I	T	R	R	M
Neolithic revolution													M
River civilizations; Mesopotamia, Indus, Egypt													M
Positive/Negative impact of technological innovations													M
Study of civilization through arts, sciences, key documents, and artifacts (DBQ)										I			M
Impact of religions in uniting/dividing									I		T	R	M
Contributions to humankind													M
Contributions of trade networks													M
Content Understandings	I	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
Contributions of individuals and groups	I M	Skill is introduced but not benchmarked Skill receives considerable instruction (taught but not benchmarked) Concept is mastered and benchmarked. Note that a skill may be introduced and benchmarked in one year.											M

R/E In those cases, only an M appears
Concept is reviewed and expanded upon

Slavery										T		M	R	R
Internal/External factors contributing to decline of civilizations												M		
Middle age emergence of trade routes												M	R	
Renaissance and the arts												M		
Domination by Europe												M		
Colonial policies impacting people (potato famine)										I		M		R
Nationalism, urbanism, modernization, industrialization												M		
Impact of culture on tradition										I		M		R
20 th century events												M	R	R
Genocide												T		M
Computer revolution												T		
Fall of communism												T		
B. Economies—Eastern Hemisphere	2, 4	Human systems, environment and society, technology, economic systems, scarcity, wants and needs, interdependence												
Goods and services												M		
Resources												M		
Securing resources												M		
Population growth												M		
Standard of living												M		
Economies and economic systems												M		
Economic decision making												M		
Content Understanding	I	Standard Concepts/Themes	PK	K	1	2	3	4	5	6	7	8		
Past practices (history)	T	Skill receives considerable instruction (taught but not benchmarked)											M	
Consumer patterns	M	Concept is mastered and benchmarked. Note that a skill may be introduced and benchmarked in one year. In those cases, only an M appears											M	
	R/E	Concept is reviewed and expanded upon												

VI. Course Overview

The grade 1 social studies program encourages interdisciplinary learning to assist students in developing the content, concepts, and skills about their roles as members of a family and school community. The students explore self, family, and school through the 5 standards as they study different societies and communities.

The social studies strands are aligned with the New York State Standards. The four strands taught are:

1. Members of a Community
2. Citizenship
3. Economics
4. Government

Italicized bold vocabulary words should be defined and understood by students.

Key Terms: skill taught = understand
 skill mastered = master the understanding

VII. Instructional Outline

A. Members of a Community

1. My *family* and other families
 - a. understand that families and different kinds of families exist in all *communities* and societies though they may differ
 - b. understand that families have *beliefs, customs, and traditions, and holidays* (Christmas, Thanksgiving, Mother's Day, etc.)
 - c. understand that families have *roles and responsibilities*
 - d. understand that families are interdependent
 - e. understand that families lived in other places and at different times (history, background, and heritage)
2. *History* of my family
 - a. understand that families have a past and they change over time; my family timeline illustrates my family's history (i.e. daily classroom timeline, student's life timeline)
 - b. understand that some family beliefs, customs, and traditions are based on family histories
 - c. understand people of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions
 - d. understand *folktales, biographies, oral histories, and legends* relate family histories
 - e. understand that your family's history affects you today
3. My community and local region (school and *neighborhood*)
 - a. understand that different events, people, problems, and ideas make up my community's history (i.e. Hooray, Field Day, etc.)
 - b. understand that folklore, *myths*, legends, and other cultural contributions have helped shape our community and local region
 - c. understand *that monuments* and important places are located in my neighborhood
 - d. understand that communities are connected economically and geographically
 - e. understand that people *exchange* elements of their cultures
4. Places in my community and local region
 - a. understand that places can be located on *maps* and on a *globe*
 - b. understand that maps and *diagrams* serve as representations of places, physical features, and objects
 - c. understand that *cardinal directions* (North, South, East, West) can be used to locate places and physical features
 - d. understand that *symbols* represent places and can be used to locate geographic features and physical characteristics
 - e. understand that people depend on and *modify* their *physical environments* to meet basic needs

B. Citizenship

1. Symbols of *citizenship*
 - a. understand that citizenship includes an understanding of the patriotic *holidays and celebrations* (Election Day, July 4, Veteran's Day, Memorial Day, Labor Day) of our nation
 - b. understand that citizenship includes knowledge about and *respect* for the flag of the USA, including an understanding about its display and use
 - c. understand that citizenship includes a pledge of allegiance or *loyalty* to the USA
2. *Rights, responsibilities, and roles* of citizenship
 - a. master the understanding that all children and adults have responsibilities at home, in school, in the classroom, in the community, and in the country
 - b. master the understanding that students, teachers, and staff are all *citizens* of the school *community* and have rights and responsibilities
 - c. understand that people have responsibilities as members of different groups at different times in their lives

C. Economics

1. Challenge of meeting *needs* and *wants*
 - a. understand that *scarcity* means that people's wants exceed their limited *resources*
 - b. understand that communities provide facilities and *services* to help satisfy the needs and wants of people who live there
 - c. understand that people use *tools*, technologies, and other resources to meet their needs and wants
 - d. understand that people in communities must make *choices* due to *unlimited needs and wants* and scarce resources; these choices involve costs
 - e. understand that through work, people in communities earn *income* to help meet their *needs and wants*
2. Economic decision making
 - a. understand that people make *decisions* about how to *spend* the money they *earn*
 - b. understand that people work to earn money to purchase the *goods and services* they need and/or want

D. Government

1. People making and changing rules and laws
 - a. master the understanding that people form *governments* in order to develop *rules* and *laws* to govern and *protect* themselves
 - b. master the understanding that people make rules which involve consideration of others and provide for the health and safety of all
 - c. understand that key terms related to the study of government include: *democracy*, *power*, *citizenship*, *nation-state* (country), and *justice*
 - d. understand that people plan, organize, and make decisions for the *common good*
 - e. understand that students can participate in *problem-solving*, decision making, and *conflict resolution*
2. Historical figures
 - a. understand early *settlers/explorers* (i.e. Pilgrims, Columbus)
 - b. understand *presidents* (i.e. Washington, Lincoln)
 - c. understand *civil rights* leaders (i.e. Martin Luther King, Jr, Rosa Parks)

VIII. Course Benchmarks

IX. Units of Study

Unit One

Members of a Community

A. Unit Benchmarks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

B. Unit Assessment

C. Rubric

D. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

E. Vocabulary

family
community
beliefs
customs
traditions
history
monuments
exchange
globe
cardinal
modify
roles
responsibilities
folktale
biographies
legends
neighborhood
myths
maps
diagrams
symbols
physical environments

G. References and Resources

Unit Two

Citizenship

A. Unit Benchmarks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

B. Unit Assessment

C. Rubric

D. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

1: Knowledge

2: Apply in Discipline

3: Apply Across Disciplines

4: Apply to Real World Predictable Situations

5: Apply to Real World Unpredictable Situations

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

E. Vocabulary

citizenship
holiday
celebration
respect
loyalty
rights
citizens

G. References and Resources

Unit Three

Economics

A. Unit Benchmarks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

B. Unit Assessment

C. Rubric

D. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

1: Knowledge

2: Apply in Discipline

3: Apply Across Disciplines

4: Apply to Real World Predictable Situations

5: Apply to Real World Unpredictable Situations

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

E. Vocabulary

needs
wants
choices
income
earn
scarcity
resources
unlimited needs and wants
decisions
goods
services
tools
spend

G. References and Resources

Unit Four

Government

A. Unit Benchmarks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

B. Unit Assessment

C. Rubric

D. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

E. Vocabulary

Rules

protect

citizenship

common good

conflict resolution

explorers

civil rights

laws

democracy

nation-state

problem solving

settlers

presidents

leaders

government

power

justice

F. References and Resources

X. Course Assessment

XI. Curriculum Review Process