

The Carey School Standards for Social Studies Instruction

Culture

Key Questions:

1. What is culture?
2. How are groups of people alike and different?
3. How do the beliefs, values and behaviors of a group of people help the group meet its needs and solve problem?
4. How does culture unify a group of people?
5. What is cultural diversity and how does diversity develop within and across cultures?

Ways Students Will Demonstrate Knowledge:

1. Students will be able to explore and describe similarities and differences in the ways different social groups meet similar needs and concerns.
2. Students will be able to give examples of how information and experiences may be interpreted differently by people from different cultural groups.
3. Students will be able to describe the value of cultural unity, as well as diversity, within and across groups.
4. Students will be able to demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups.

Students will be able to understand that “culture” refers to the behaviors, values, traditions, institutions, and ways of living together of a group of people.

Pre-K		Students will be exposed to the variety of cultures, traditions and celebrations that comprise the families in our classroom.
PK	K	Students will be able to engage in discussion about the different family make-ups in class and learn that families can be different.
K		Students will be able to understand what culture means.
K	1	Students will be able to understand and appreciate other countries’ traditions and celebrations and how these have influenced their own traditions and celebrations.
2 nd Grade		Students will be able to understand their own family’s heritage.
3 rd Grade		Students will be able to engage with and analyze the cultural traditions of Kenya, Japan, the Arctic region, and Brazil.
4	5	Students will be able to understand the concept of America as a melting pot, built on immigration.

Students will be able to understand concepts such as: similarities, differences, values, cohesion, and diversity.

Pre-K		Students will be able to create class values around understanding and caring for each other.
Pre-K		Students will learn specifics about their individual characteristics and will be able to compare them with classmates.
K		Students will participate in “Heritage Hours” and learn to compare different cultures and traditions with their own.
1 st Grade		Students will be able to discuss equal rights, segregation, desegregation and discrimination.
2 nd Grade		Students will be able to understand the similarities and differences between communities in the United States and Japan.
3 rd Grade		Students will be able to understand the similarities and differences between communities in the United States and Kenya, Japan, the Arctic region, and Brazil.
4 th Grade		Students will be able to understand the contributions immigrants have made to California.
5 th Grade		Student will be able to understand similarities and differences based on race and ethnicity (i.e. Civil Rights)
Students will be able to understand how cultural beliefs and behaviors allow human groups to solve the problems of daily living and how these may change in response to changing needs and concerns.		
3 rd Grade		Students will be able to explore how modernization has affected the way of life for the Maasai people in Kenya, the Japanese after WWII, and some Brazilian communities.
4 th Grade		Students will be able to understand how settlers in California dealt with lawlessness during the Gold Rush.
5 th Grade		Students will be able to understand how colonists dealt with harsh living conditions and how they solved daily living problems as a result of these conditions.
Students will be able to understand how individuals learn the elements of their culture through interactions with other members of the culture group.		
Pre-K		Students will learn about their own cultures through interactions with family members and sharing in the classroom setting.
K	1	Students will be able to understand how people from around the world celebrate special holidays and traditions, some that are similar to our traditions and some that are not.
3 rd Grade		Students will be able to read, analyze, and create their own folktales from around the world.
3 rd Grade		Students will be able to investigate how the people of Kenya, Japan, the Arctic, and Brazil share cultural values through family, education, art, celebrations, religion, and storytelling.
4 th Grade		Students will be able to understand how different cultural groups settled in different regions of California and had to learn how to live with each other.
Students will be able to understand how people from different cultures develop different values and ways of interpreting experience.		
Pre-K		Students will begin to learn that cultures do things differently through

	exposure to books and discussion.
K	Students will be able to solve conflict through discussions about both sides of an issue and by examining each side's experience.
3 rd Grade	Students will be able to understand how the cultures of Kenya, Japan, and Brazil are rooted in their environment and history.
4 th Grade	Students will be able to understand that with a growing wave of immigration to California, many different cultures struggled for their rights.
5 th Grade	Students will be able to understand the causes of the Civil War, important people, event, and characteristics of the Northern and Southern States.

Time, Continuity and Change

Questions:

1. What happened in the past?
2. How do we learn about the past?
3. How was life in the past different from life today?
4. What caused certain events?
5. What are the consequences of past events for the present and future?

Ways Students Will Demonstrate Knowledge:

1. Students will be able to identify and use a variety of primary and secondary sources for reconstructing the past such as documents, letters, diaries, maps, textbooks, photos and others.
2. Students will be able to identify examples of both continuity and change as described in stories, photographs, documents, and to describe examples of cause-effect relationships.
3. Students will be able to compare and contrast differing stories or accounts about past events, people, places, or situations, and offer possible reasons for the differences.
4. Students will be able to use sources such as artifacts, documents, and stories to develop an understanding of the past and begin to see how knowledge of the past can inform decisions about actions on issues of importance today.

Students will be able to understand that we can learn our personal past and the past of our community, nation, and world by means of stories, biographies, interviews, and sources such as documents, letters, photographs, artifacts, etc.

Pre-K	Students will share pictures, artifacts, stories of the first five years of
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		their life.
K		Students will be introduced to the lives and stories of Martin Luther King Jr., the Pilgrims and Native Americans, Rosa Parks, Christopher Columbus, George Washington, Abraham Lincoln, and current people through books and discussion.
1 st Grade		Students will be introduced to stories about Native Americans, Pilgrims, Martin Luther King Jr., Abraham Lincoln and other Americans who have affected our lives.
2 nd Grade		Students will be able to reflect on how the world has changed through stories, biographies, etc.
3 rd Grade		Students will be able to read and interact with various texts to learn about world cultures.
4 th Grade		Students will be able to understand the history of California through reading literature based on California history (i.e. Island of the Blue Dolphins, By the Great Horn Spoon).
5 th Grade		Students will be able to examine and analyze the Emancipation Proclamation.
5 th Grade		Students will be able to examine and analyze the poem “Give me your tired, your poor...”
Students will be able to understand key concepts such as past, present, future, similarity, difference, and change.		
Pre-K		Students are exposed to the concepts of the past, present and future through calendar, reflections on what happened yesterday, today and the past week.
K		Students will be able to understand the terms past, present, future and be able to give examples using their own life.
4 th Grade		Students will be able to understand that they are an important part of California’s future by helping to solve problems facing the world such as global warming.
Students will be able to understand key people, events, and places associated with the history of the community, nation and world.		
Pre-K		Students will participate in a short play describing the events of the Pilgrims and Native Americans.
K		Students will be able to define what a President is and where he/she lives.
K	1	Students will be able to understand that Pilgrims came to the New World from Europe almost 400 years ago.
K	1	Students will be able to understand that a pilgrim is someone who moves to seek religious freedom and a better opportunity.
1 st Grade		Students will be introduced to slavery during the Civil War and the importance of the Underground Railroad.
2 nd Grade		Students will be able to understand key people such as Cesar Chavez, Harriet Tubman, and Sally Ride and the contributions each individual made to their community and the world.
3 rd Grade		Students will be able to identify, label, and describe basic characteristics of the continents and oceans of the world.

3 rd Grade	Students will be able to identify important leaders (both past and present) in Kenya, Japan, and Brazil.
3 rd Grade	Students will be able to summarize a basic historical timeline for Kenya, Japan, and Brazil.
3 rd Grade	Students will be able to identify and label major cities and landmarks in Kenya, Japan, and Brazil.
4 th Grade	Students will be able to understand that the Spanish were the first Europeans to come to California, seeking gold.
4 th Grade	Students will be able to identify early California explorers.
4 th Grade	Students will be able to understand what led to the Gold Rush in California and how California became the 31 st state.
4 th Grade	Students will be able to partake in related field trips to Wells Fargo and San Mateo History Museum.
4 th Grade	Students will be able to visit Missions and collect documents and pictures.
4 th Grade	Students will be able to interview family members who were the first to come to California.
4 th Grade	Students will be able to understand contributions of important people in California (John Muir, Father Serra, etc.)
4 th Grade	Students will be able to understand the events surrounding the 1906 Earthquake.
4 th Grade	Students will be able to understand the events surrounding the building of the Transcontinental Railroad.
4 th Grade	Students will be able to understand the contributions of Cesar Chavez around unionizing migrant workers and struggles for civil rights.
4 th Grade	Students will be able to understand the events surrounding the technology boom in Silicon Valley.
5 th Grade	Students will be able to understand that explorers came to the New World for freedom of religion, money, land, spices, fame and other valuable goods.
5 th Grade	Students will be able to name the most important explorers and the specific reasons they came.
5 th Grade	Students will be able to identify the founders of the original thirteen colonies.
5 th Grade	Students will be able to identify events that led up to the Revolutionary War including important battles, landmarks and people (i.e. George Washington, Paul Revere, etc.)
5 th Grade	Students will be able to understand contributions of important individuals (Abraham Lincoln, Harriet Tubman, etc.) during The Civil War.
5 th Grade	Students will be able to understand the difficulties faced in terms of uniting the country after the Civil War (Jim Crow Laws, rebuilding of southern infrastructure, continuation of prejudice, etc.)
5 th Grade	Students will be able to identify the causes of World War I and evaluate whether or not the US involvement in the War was justified.
5 th Grade	Students will be able to understand the causes of World War II and

	examine/analyze important historical events including the Holocaust, Pearl Harbor, Japanese Internment, etc.	
Students will be able to understand key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world.		
Pre-K		Students will gain insight into the traditions and celebrations of world cultures through sharing from families.
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K		Students will be introduced to flags, language, stories and foods that belong to cultures represented in the class.
K		Students will be able to recite the Pledge of Allegiance and identify the American Flag.
1 st Grade		Students will be able to understand how current holiday traditions and customs come from countries and traditions of the past.
2 nd Grade		Students will be able to understand a Coat of Arms.
3 rd Grade		Students will engage with and reflect on the traditions of Kenya, Japan, the Arctic, and Brazil.
5 th Grade		Students will be able to understand the Constitution with regards to the original intent of the Founding Fathers and apply this understanding to the present.
Students will be able to understand that people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold.		
2 nd Grade		Students will be able to understand different points of view based on interviews.
3 rd Grade		Students will be able to understand the perspectives of different members of society in Kenya and Brazil through the examination of rural vs. urban living and tribal vs. modern living.
3 rd Grade		Students will be introduced to the effects of WWII on the Japanese people both in Japan and in the United States.
3 rd Grade		Students will be able to describe experiences and points of view of the Inuit people living in the Arctic.
4 th Grade		Students will be able to understand experiences and points of view of past generations (WWI, Depression, WWII, and Vietnam).
5 th Grade		Students will be able to understand the perspectives of the North and South during the Civil War.
5 th Grade		Students will be able to understand how cultures on opposite sides of a war view the events differently.
Students will be able to understand that historical events occur in times that differed from our own, but often have lasting consequences into the future.		
K		Students will be introduced to The Civil Rights Movement and begin to understand the effect on their lives.
1 st Grade		Students will be able to understand that long after the Civil War, many African Americans were discriminated against.

1	2	Students will be able to understand the meaning of segregation, discrimination, and civil rights.
3 rd Grade		Students will be able to understand how historical events like global warming, colonialism, and WWII can affect the people of the world.
4 th Grade		Students will be able to understand how the discovery of gold in California led to a huge influx of people from both the United States and abroad.
4 th Grade		Students will be able to understand California's role in World War II and how these past events helped shape the future.
5 th Grade		Students will be able to understand how historical events (Constitution, New Deal, Wars, etc.) effect the present and how present government policies will affect the future.

People, Places and Environments

Key Questions:

1. How do people interact with their home, school, community and regional environments?
2. What is location?
3. How do humans forge relationships with places in their community, state and region?
4. How are school, community, state and region defined by physical and human characteristics?
5. How do simple geographic skills and tools help humans understand spatial relationships?
6. How do changes in the meaning, use and distribution of resources in school, community, state, and region affect peoples' lives?
7. Why do people move?

Ways Students Will Demonstrate Knowledge:

1. Students will be able to ask and find answers to geographic questions related to school, community, state and region.
2. Students will be able to research, analyze, and evaluate information from atlases, databases, charts, graphs, and maps to interpret relationships among geographic factors and historic events in school, community, state and region.
3. Students will be able to organize and analyze geographic information from data sources and geographic tools to draw conclusions about community, state and region.
4. Students will be able to interpret information from various representations of earth, such as maps, globes, and satellite images to inform study of community, state and region.
5. Students will be able to use map elements to inform study of people, places and environments in community, state and region, both past and present.

Students will be able to understand core concepts such as: location, physical and human characteristics of school, community, state and region and the interactions of people in these places with the environment.

Pre-K		Students will be able to understand the key characteristics of school and map skills through treasure hunts around campus.
PK	K	Students will be able to identify the city, state and country they live in on a map.
K	1	Students will be able to understand key map skills related to their study of Thanksgiving including the location of England, United States, the Atlantic Ocean and Plymouth, Massachusetts.
1 st Grade		Students will be able to identify the location of various North

		American tribes on the map and their natural resources.
K	2	Students will be able to identify jobs in the community and their importance.
2 nd Grade		Students will be able to understand the definition of a community.
2 nd Grade		Students will be able to understand the benefits of a community.
2 nd Grade		Students will be able to understand the difference between a state and a country.
2 nd Grade		Students will be able to identify each state, its borders, capital and location.
2 nd Grade		Students will be able to identify neighboring foreign countries.
2 nd Grade	3 rd Grade	Students will be able to identify legend, symbols, compass rose, directions and key elements of a map.
3 rd Grade		Students will be able to locate Kenya, Japan, Brazil and the Arctic region of the United States on a map.
3 rd Grade		Students will describe and discuss the role of community and environment in people's daily lives around the world.
4 th Grade		Students will be able to locate California on a map/globe and identify California's regions.
5 th Grade		Students will be able to identify and label important parts of the map of the United States.
Students will be able to understand relationships among various community, state and regional patterns of geographic phenomena such as availability of land and water and places people live.		
1 st Grade		Students will be able to understand that the lives of Native American tribes depended on available natural resources.
1 st Grade		Students will be able to compare and contrast the different Native American tribes based on clothing, food, craft, customs, environment, plants and animals native to the area.
2 nd Grade		Students will be able to identify different mountain regions in the United States.
3 rd Grade		Students will be able to describe the natural resources around communities in Kenya, Japan, Brazil and the Arctic, and analyze the effects of their availability.
3 rd Grade		Students will compare and contrast the environments and geographic regions of Kenya, Japan, Brazil and the Arctic.
3 rd Grade		Students will be able to understand the differences between rural and urban resources and lifestyles.
4 th Grade		Students will be able to understand the lifestyles of the first Native Americans in California.
4 th Grade		Students will be able to understand why Missions were created and what life was typically like on a Mission.
4 th Grade		Students will be able to identify the location of the Transcontinental Railroad and the fact that the railroad brought both agricultural and cultural changes to California.
5 th Grade		Students will be able to understand the life of immigrants in the cities vs. the farms.

Students will be able to understand physical changes in community, state and region, such as seasons, climate and weather, plants and animals.		
Pre-K	Students will be able to identify the local weather and how it compares to other parts of the country.	
Pre-K	Students will be able to understand how the climate and weather affect the growth of plants through gardening and caring for plants.	
K	1	Students will be able to understand things that happen during Fall (start of school, apple harvest, Halloween, weather changes, leaves changing and falling off, etc.)
K	1	Students will be able to understand things that happen during Winter (temperature change, snow, rain, appropriate clothing, animal hibernation, festivals and celebrations, etc.)
K	1	Students will be able to understand things that happen during Spring (temperature rising, rain, flowers blooming, Groundhog Day, animals coming out of hibernation, etc.)
K	1	Students will be able to understand things that happen during Summer (temperature change, appropriate clothing, Father's Day, etc.)
K	1	Students will be able to understand that changes in seasons can be observed and recognized using our five senses.
2 nd Grade		Students will be able to predict and graph changing weather based on reading a map.
Students will be able to understand cultural patterns and their interactions in community, state and region such as migration and settlement, changes in customs or traditions, ideas, and ways people make a living.		
K		Students will be able to share what countries their families came from and will reflect on each other's family experiences.
2 nd Grade		Students will be able to understand the definition of immigration and how and why people immigrate.
3 rd Grade		Students will be introduced to the effects of colonialism on the country of Kenya and the role of the shoguns and samurai in Japan.
5 th Grade		Students will be able to understand the process of colonization and Westward settlement of new states. They will understand how the lives of Americans changes as a result of settling the Frontier.
Students will be able to understand benefits and problems resulting from the discovery and use of resources in community, state and region.		
3 rd Grade		Students will be able to understand how the use of the Amazon Rainforest affects Brazil and the world.
4 th Grade		Students will be able to understand that as a result of the Gold Rush, people felt isolated from the Eastern United States thus leading to the development of the Transcontinental Railroad.
5 th Grade		Students will be able to understand the importance of resources in terms of the Industrial Revolution, countries fighting for limited resources, and the move to alternative energy.
Students will be able to understand factors that contribute to similarities and differences among peoples of school, community, state and region including ethnicity, language, and		

religious beliefs.	
K	Students will be able to participate in “Heritage Hours” and learn to compare different cultures and traditions with their own.
1 st Grade	Students will be able to understand the differences and similarities of the different ethnicities, languages and religious beliefs of different cultures.
3 rd Grade	5 th Grade Students will be able to understand how the culture of an individual, family, country or region affects ideas and beliefs.

Individual Development and Identity

Key Questions:

1. Who am I and how am I different from and similar to others?
2. How have others influenced who I am and who I am becoming?

Ways Students Will Demonstrate Knowledge:

1. Students will be able to describe their personal characteristics, including interests, capabilities and perceptions.
2. Students will be able to explore factors that contribute to one's personal identity such as physical attributes, gender, race, and culture.
3. Students will be able to evaluate how they can express their own identity.

Students will be able to understand how individuals have characteristics that are both unique from and similar to those of others.

Pre-K		Students will be able to learn all about themselves (i.e. color of their hair, eyes, what they look like)
Pre-K		Students will be able to understand how they are the same and different from other students in the class.
K		Students will be able to discuss where their families come from and some of the traditions they celebrate.
K		Students will be able to learn to respect differences and similarities of what they look like on the outside as well as the unique characteristics on the inside.
K	1	Students will be able to understand the meaning of their name and the reasons why their parents chose it.
K	1	Students will be able to understand how they are alike and different from others in the class based on interest, family make-up, customs, experiences and lifestyle.
2 nd Grade		Students will be able to understand where they came from, how it influenced them, why they are here and why they celebrate traditions today.
Students will be able to understand that individuals change over time.		
Pre-K		Students will be able to identify what they would like to be when they grow up.
Pre-K		Students will share stories of their first five years with each other to begin to understand their growth.
K		Students will be able to identify what they are able to do now and what they could not do when they were younger.
2 nd Grade		Students will be able to reflect on how they have changed over the

	year academically and socially.
Students will be able to understand that physical, intellectual and emotional growth affect individual identity, change and interactions with others.	
5 th Grade	Students will be able to understand how life on the American Frontier created a sense of individuality and freedom. They will understand how these traditions effect us today.
Students will be able to understand how individual choices arise within the context of personal and social factors that impact individual identity.	
1 st Grade	Students will be able to understand how people like Martin Luther King Jr., Harriet Tubman, Rosa Parks, and Ruby Bridge were treated and how brave and courageous they were.
2 nd Grade	Students will be able to understand the hardships individuals such as Martin Luther King Jr., Nelson Mandela, Malcolm X faced and how each individual endured to make a lasting impact on society.
3 rd Grade	Students will analyze and understand the impact of poverty and environment on the people of Kenya, Brazil, and the Arctic.

Individual, Groups, and Institutions

Key Questions:

1. What are the characteristics that distinguish individuals, groups, and institutions?
2. How do civic, educational, governmental, and religious organizations play a role in the lives of individuals and how do they influence groups and institutions?

Ways Students Will Demonstrate Knowledge:

1. Students will be able to identify examples of individual, group, and institutional influences.
2. Students will be able to describe interactions between and among individuals, groups and institutions.
3. Students will be able to identify and describe examples of tensions between and among individuals, groups and institutions.
4. Students will be able to explore how membership in more than one group is natural but may cause internal conflicts.
5. Students will be able to provide examples of the role of institutions in furthering both continuity and change.
6. Students will be able to show how groups and institutions work to meet individual needs and promote the common good or fail to promote the common good.

Students will be able to understand characteristics that distinguish individuals.

PK	K	Students will be able to identify what makes them unique.
2 nd Grade		Students will be able to recognize how they are different from their peers based on family heritage.
3 rd Grade		Students will be able to recognize how they are different from children living in Kenya, Japan, the Arctic, and Brazil.
Students will be able to understand that individuals, groups, and institutions share common elements but also have unique characteristics.		
PK	K	Students will work on social problems solving skills to help express their own ideas, understand other perspectives and learn to come to a common agreement.
PK	K	Students will be introduced to the core values and expectations of The Carey School.
K		Students will be able to participate in “team work” opportunities and learn to problem solve during disagreements.
2 nd Grade	3 rd Grade	Students will be able to compare and contrast communities, people, jobs, and government through Venn Diagrams.

Students will be able to understand the impact of families, schools, religious organizations, government agencies, financial institutions, and civic groups on their lives.		
PK	K	Students will be able to identify members of their immediate family and name people who may be part of their extended families.
PK	K	Students will be able to explain why their families are important to them.
2 nd Grade		Students will be able to understand how a bill becomes a law and how it affects them.
5 th Grade		Students will be able to understand how government policy effects their lives and how power is placed in the hands of the people in order to effect change.

Power, Authority, and Governance

Key Questions:

1. What is the purpose of government?
2. What does it mean to say someone has authority over something?
3. How are governments in the U.S. organized?
4. How are individual rights protected within the context of majority rule?
5. What are the rights and responsibilities of citizens in a constitutional democracy?

Ways Students Will Demonstrate Knowledge:

1. Students will be able to examine issues involving the rights of individuals and groups in relation to the broader society.

2. Students will be able to analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation among groups.

Students will be able to understand the fundamental ideas, which are the foundation of American constitutional democracy (Constitution, the rule of law, separation of powers, checks and balances, minority rights, separation of church and state).

Pre-K		Students will be introduced to an understanding of inclusion and fairness through actions or words.
K		Students will be introduced to the value of treating others equally.
K	1	Students will be introduced to the right to vote and the right of free speech.
2 nd Grade		Students will understand and be familiar with important court cases such as Brown vs. Board of Education and how such cases advanced individual rights.
5 th Grade		Students will be able to understand the differences between a democracy and a monarchy in relation to their study of the American Revolution.
5 th Grade		Students will be able to interpret the founding documents (Declaration of Independence, Constitution) and apply them to current events and their own lives.
5 th Grade		Students will be able to understand the three branches of government, checks and balances, and separation of power.
Students will be able to understand fundamental American values: the common good, liberty, justice, equality, and individual dignity.		
Pre-K		Students will be introduced to the values of The Carey School as reflective of fundamental American values.
K	1	Students will be able to learn the importance of equality and understand that no one should be judged by the color of his/her skin, his/her gender, his/her religion or beliefs.
2 nd Grade		Students will be able to develop a basic understanding of social injustices based on race, gender, etc.

5 th Grade	Students will be able to understand and appreciate American ideals such as self-reliance, diversity, pursuit of happiness, land ownership, etc. through their study of the Frontier.	
Students will be able to understand the basic elements of government in the U.S.: executive, legislative, and judicial authority.		
K	Students will understand that we have a President, who he/she is, where he/she lives and how he/she was elected.	
2 nd Grade	Students will be able to identify the three branches of government and describe the job of each branch.	
2 nd Grade	Students will be able to identify important/current people in each branch of government.	
5 th Grade	Students will be able to understand the powers of each branch of government, the division of powers, checks and balances, and how the different parts of government function.	
Students will be able to understand the ways in which governments meet the needs and wants of citizens.		
PK	K	Students will be introduced to the process of voting to make change.
2 nd Grade	Students will be able to understand and explain how a bill becomes a law.	
3 rd Grade	Students will be introduced to the connection between a government's policies and the daily lives of its citizens.	
5 th Grade	Students will be able to understand how the original colonies were governed.	
5 th Grade	Students will be able to understand reasons why the colonists felt they were being treated unfairly by England.	
5 th Grade	Students will be able to understand Communism, Socialism, and Fascism and how they differ from a Democracy.	
5 th Grade	Students will be able to understand the role government plays in education.	

Production, Distribution and Consumption

Key Questions:

1. Why can't people have everything that they want?
2. How do people decide what to produce?
3. How does the availability of resources impact decisions about production, distribution and consumption?
4. What does the government do for us and why?

Ways Students Will Demonstrate Knowledge:

1. Students will be able to compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond.
2. Students will be able to evaluate different methods for allocating scarce goods and services; and predict how consumers will react to prices that rise and fall for goods and services.

Students will be able to understand how people and nations deal with scarcity of resources.

PK	K	Students will be introduced to recycling and water conservation.
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PK	K	Students will be introduced to the reuse of paper as a natural resource.
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PK	K	Students will be able to discuss how to better take care of and improve the Earth during Earth Day celebrations.
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1 st Grade	Students will be able to understand concepts related to preservation of the Rainforest.
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1 st Grade	2 nd Grade	Students will be able to understand the importance of recycling.
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3 rd Grade	Students will investigate how the countries of Kenya and Brazil and the Inuit community deal with a scarcity of resources caused by problems such as drought, over-crowding, and modernization.
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Students will be able to understand what they gain and give up when they make a decision.

PK	K	Students will be able to learn the concepts of rewards and consequences.
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Students will be able to understand how incentives affect people's behavior.

5 th Grade	Students will be able to understand how the free market creates incentive to work and be creative/innovative.
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5 th Grade	Students will be able to understand how labor unions were created, their purpose and the pros and cons of using union labor.
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Students will be able to understand various organizations that help them achieve their individual goals (banks, labor unions).

5 th Grade	Students will be able to understand the role of special interest groups in government.
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Students will be able to discuss the characteristics of entrepreneurs in a market economy.	
5 th Grade	Students will be able to understand how new businesses are formed and how entrepreneurs like Ford, Morgan, etc. helped America grow.
Students will be able to understand the types of goods produced in the market and goods produced by the government and the characteristics and functions of money.	
3 rd Grade	Students will explore Japan's industries and economy.
5 th Grade	Students will be able to understand the cyclical nature of a capitalist economy.
5 th Grade	Students will be able to understand the concepts of supply and demand.
5 th Grade	Students will be able to understand the terms recession and depression.
5 th Grade	Students will be able to understand inflation.
5 th Grade	Students will be able to understand the causes of the Great Depression and apply lessons to the current state of our economy.

Science, Technology, and Society

Key Questions:

1. What are examples of science and technology?
2. What is society?
3. What are examples of science and technology that have impacted individuals and society?
4. How can science and technology be used to solve societal problems or issues?
5. What can be learned from the past about how new technologies resulted in societal change?

Ways Students Will Demonstrate Knowledge:

1. Students will be able to identify examples of science and technology.
2. Students will be able to identify examples of societies.
3. Students will be able to identify examples of the use of science and technology in society.
4. Students will be able to identify and select information appropriate to their purpose.
5. Students will be able to research, categorize, interpret, evaluate and communicate information.
6. Students will be able to identify bias in information sources.
7. Students will be able to identify and evaluate consequences related to scientific and technological change.
8. Students will be able to utilize technology to formulate possible solutions to real-life issues and problems.

Students will be able to understand that science and technology bring change.

2 nd Grade	Students will be able to discuss current advances in technology and how these advances affect their lives through reading articles in Time for Kids.
3 rd Grade	Students will be able understand that since WWII, Japan has changed and developed due to its industrial focus on science and technology.
3 rd Grade	Students will investigate how advances in science and technology affect the traditional way of life in Kenya, the Arctic, and Brazil.
4 th Grade	Students will be able to understand that after WWII, a number of advances were made in the areas of technology and this affected the way people in California lived.
5 th Grade	Students will be able to understand the advent of the assembly line and interchangeable parts.
5 th Grade	Students will be able to understand how technological innovations (light bulb, airplane, etc.) effect society.
Students will be able to understand that society often turns to science and technology to solve problems.	
3 rd Grade	Students will be able to understand how Japan uses science and technology to make life more efficient while conserving space and energy.

5 th Grade	Students will be able to identify important technological contributions as a result of the Industrial Revolution including the steam engine, cotton gin, telegraph, and sewing machine.
5 th Grade	Students will be able to recognize important contributors including Whitney, Lowell, and Morris.
Students will be able to understand that science and technology have both positive and negative impacts on individuals and society.	
5 th Grade	Students will be able to understand that the introduction of underwater warfare had consequences for the way World War I was conducted.
5 th Grade	Students will be able to understand how technology effects our planet (pollution, climate, etc.)

Global Connections

Key Questions:

1. In what ways is life in this community changing because of globalization?
2. What are some of the main persistent and emerging global issues?
3. What actions can we suggest and take in response to global changes?

Ways Students Will Demonstrate Knowledge:

1. Students will be able to explore the ways that aspects of culture, such as language, beliefs, and traditions may facilitate understanding, or lead to misunderstanding between cultures.
2. Students will be able to give examples of conflict and cooperation among individuals, groups and nations in different parts of the world.
3. Students will be able to examine the ways technology affects global connections.
4. Students will be able to identify and examine issues and problems that impact people in different parts of the world.
5. Students will be able to identify and examine how personal wants and needs may conflict with the needs of people in other parts of the world.

Students will be able to understand that global forces affect their daily lives and the lives of those around them.

K	Students will be able to learn that paper comes from trees and that trees are a finite resource that needs to be conserved.
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3 rd Grade	Students will explore how poverty affects the lives of people around the world and in their own communities.
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5 th Grade	Students will be able to understand how policies of foreign countries, treaties, and wars affect the lives of individuals.
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5 th Grade	Students will be able to understand the interconnectedness of the Global economy.
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Students will be able to understand that all cultures have similar needs (food, shelter, communication) but meet those needs in different ways that may influence global change.

5 th Grade	Students will be able to understand how governments providing for their citizens can lead to conflict (i.e. Communism vs. Democracy in WWII).
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Students will be able to understand that the pace of global change has quickened in recent times.

Civic Ideals and Practices

Key Questions:

1. What is civic life?
2. What are key democratic ideals and practices?
3. What are civic issues?
4. How can students engage in informed and meaningful civic action?

Ways Students Will Demonstrate Knowledge:

1. Students will be able to identify and exercise the rights and responsibilities of citizens.
2. Students will be able to locate, access, organize, and apply information from multiple points of view about an issue of public concern and based on more than one source.
3. Students will be able to analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with a democratic republic.
4. Students will be able to evaluate positions about an issue based on evidence and arguments provided and the pros, cons, and consequences of holding a specific position.
5. Students will be able to practice civic participation by addressing issues (e.g. in the classroom, school, community, nation, and world).
6. Students will be able to examine the influence of citizens and officials on policy decisions.

Students will be able to understand that civic life is defined by the exercise of rights and responsibilities by persons belonging to communities (e.g. classroom community, school community, neighborhood, state, nation, world).

PK	K	Students will learn and practice ideas of rights and responsibilities through discussions and conflict resolution.
K	1	Students will be able to understand that Martin Luther King Jr. peacefully brought about change by leading the Civil Rights Movement and helping to end segregation.
K	1	Students will be able to understand that because of Martin Luther King Jr.'s dream, we can enjoy many freedoms and friendship that may not have existed without him.
2 nd Grade	3 rd Grade	Students will be able to recognize that individual effort can initiate larger change.
5 th Grade		Students will understand the contributions of people like Martin Luther King Jr. and Rosa Parks to the Civil Rights Movement.
5 th Grade		Students will be able to understand the objective and influence of peaceful protest (i.e. MLK Jr., 60's movement, counter culture, etc.)
Students will be able to understand that life in a democratic community encourages civic participation such as studying community issues, planning, decision making, voting, cooperating to promote democratic ideals (e.g. individual dignity, liberty, fairness, equality, justice, rules/laws).		
1 st Grade		Students will be able to expand their knowledge of key contributions

		made by African Americans to society.
1	2	Students will be able to understand key people (i.e., Cesar Chavez, Harriet Tubman, and Sally Ride) and compare and contrast each individuals' contribution to society.
Students will be able to understand the meaning of civic life and democratic ideals and practices as represented in excerpts from sources, quotations, and stories.		
K	1	Students will be able to understand that Martin Luther King Jr. gave a speech about his dream for everyone to be treated in an equal, fair and respectful way.
2 nd Grade		Students will be able to understand the concepts of equality and fairness through stories about people who make a difference.
Students will be able to understand the importance of gathering information as the basis for informed civic action.		
5 th Grade		Students will be able to form opinions about political issues of the day by gathering information from various sources.
5 th Grade		Students will be able to learn the importance of finding things out for themselves rather than listening to ideological viewpoints.

*Thematic strands provided by The National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies*, 2008