

Social Studies

• Describe The Natural And Human Made Features of a Geographic Area

Initial Understanding

- Locate and identify varying landforms and geographic features, such as mountains, plateaus, islands, and oceans
- Identify a map by its title
- Use colors and symbols to read a physical map
- Define globe, continent, and equator
- Identify and locate the oceans and continents on a globe
- Find the equator and poles on a globe
- Identify the parts of a table and practice reading a table
- Identify neighbors of the United States in the Western Hemisphere, using a map or a globe

Developing an Interpretation

- Use cardinal directions to describe locations on a map
- Compare a map and a globe
- Use a grid to locate places on a map
- Identify the purpose and parts of a bar graph

Making Connections

- Distinguish between human made and natural features of the land

Critical Stance

- Interpret, use, and distinguish various representations of the earth

• Understand How Physical Systems Have An Impact On Human Systems

Initial Understanding

- Define the terms: natural resource, conservation, and boundary
- Identify precious resources
- Identify and describe various kinds of shelters
- Recognize how seasonal changes can affect the land and land use
- Identify how land and climate affect people's work and the recreation they enjoy
- Describe how people depend on the land and on the water
- Give examples of how people live in different locations

Developing An Interpretation

- Compare physical features of the land
- Explain how environment is a factor in choosing or constructing a shelter
- Identify ways people adapt to and change their environment to meet their needs
- Recognize that there are many ways we can protect resources
- Distinguish among urban, suburban, and rural (or farm) settings
- Identify ways people can conserve water

Making Connections

- Understand that reducing, reusing, and recycling are ways to conserve resources
- Explain how diagrams help us understand information
- Describe ways people can protect the quality of life in their communities

Critical Stance

- Draw logical conclusions about resources and goods from a table
- Draw logical conclusions about the importance of protecting our land and resources
- Explore ways to maintain or improve the quality of life

• Demonstrate Ability to Use Economic Terms Correctly.

Initial Understanding

- Define producer and consumer, goods and services, income, exchange, and markets
- Identify transportation links that bring goods to a community
- Describe manufacturing jobs
- Recognize that countries trade goods with one another
- Recognize that more goods and choices are available today

Developing An Interpretation

- Describe how technologies have changed and have changed our lives
- Give examples of various institutions that make up economic systems (families, workers, banks, small businesses)
- Describe how people trade money for goods
- Recognize that people have unlimited wants but limited resources to satisfy their wants

Making Connections

- Explain the value of saving money
- Explain how we depend on people who make goods
- Link choice of job to special interest, talent, or family legacy
- Describe how consumers influence the availability of goods and services

Critical Stance

- Understand how community services meet people's needs

- **Understand That Different Accounts of Past Events Contribute to our Understanding of the Past**

Initial Understanding

- Recognize that people and events shape history
- Name important national leaders
- Identify ways Americans honor their country
- Identify symbols of America
- Recognize and recite the Pledge of Allegiance, the national motto, and the national anthem

Developing an Interpretation

- Sequence a series of events
- Use a time line to relate a story
- Identify the steps in making a prediction
- Distinguish fact from opinion

Making Connections

- Identify the causes of certain events
- Recognize the effects of certain actions
- Realize that one cause may have more than one effect
- Recognize that some results can be predicted
- Compare daily life for a group of early Americans to that of present day
- Describe an aspect of the early history of our country by telling about a Native American culture
- Explain the significance of flags used as symbols

Critical Stance

- Predict a likely outcome

- **Describe Ways in Which Expressions of Culture Influence Behavior**

Initial Understanding

- Identify roles in group situations
- Identify special days celebrated in the community
- Recognize that many Americans' ancestors came from other places

Developing An Interpretation

- Identify the diversity of the American people
- Describe family, ethnic, and religious customs
- Explain the importance of knowing about other people
- Discuss the origins of various holidays and celebrations
- Describe the contributions of famous artists, scientists, educators, and other achievers

Making Connections

- Identify consequences of disagreements
- Explore different cultures through their celebrations
- Recognize that people do not always accept new ideas easily

Critical Stance

- Draw conclusions about another culture through its art, music, language, belief systems, and/or cultural activities
- Suggest ways to settle differences
- Appreciate the diversity of a community's population

- **Demonstrate an Understanding of the Purposes and Functions of Law**

Initial Understanding

- Identify examples of acting independently
- Explore appropriate classroom behavior
- Identify rules in group situations
- Recognize common safety symbols
- Define themselves as citizens of the United States
- Identify a post office as a government agency
- Recognize that voting is one way to choose leaders
- Identify freedoms that United States citizens enjoy
- Identify the traits of a good citizen

Developing an Interpretation

- Recognize that all citizens are capable of making contributions to society
- Understand the usefulness of rules and order
- Recognize that all Americans have rights and responsibilities as citizens
- Describe family roles and shared responsibilities
- Describe what determines a winning vote

Making Connections

- Recognize the rights of people to hold different opinions
- Recognize and respect the authority of school workers
- Explain the need for people to follow rules and obey laws
- Recognize that breaking laws has consequences
- Compare and contrast the meaning of safety and information symbols

Critical Stance

- Argue the point why community laws are made
- Describe the need for good government and the role citizens play in achieving it