

TIMOTHY LUTHERAN SCHOOL
Teaching Objectives/Learner Outcomes

Overall Summary of Subject: Social Studies

Timothy Lutheran School uses the Concordia Curriculum Guide for Social Studies to integrate the Christian faith into the social studies curriculum. Following are the principles taken from the 2006 Concordia Curriculum Guide for Social Studies.

A balanced approach to social studies includes a focus on the following social studies strands at all levels:

**Geography
History
Society and Culture
Citizenship and Government
Economics**

The curriculum is designed to help students learn how best to relate to others as those for whom Christ also lived, died, and rose again through learning, modeling, and practicing citizenship skills of caring, respect and responsibility, fairness, courage and honesty.

While growing in respect for all cultures and world views, all people need to know the one and only source of truth: God's Holy Word.

By God's grace, students develop an understanding of the past and present that centers on the one true God and His love for-and desire to save-all people.

TIMOTHY LUTHERAN SCHOOL
Teaching Objectives/Learner Outcomes

Subject: Social Studies

Grade	Objective
Kindergarten	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States. <ol style="list-style-type: none"> A. Knowledge of the Constitution as the fundamental law of our nation <ul style="list-style-type: none"> • Identify and appreciate the need for rules and laws • Recognize consequences of breaking a rule or law B. Citizens have both rights and responsibilities <ul style="list-style-type: none"> • Identify traits of good citizens C. Knowledge of the symbols of our nation <ul style="list-style-type: none"> • Recognize symbols and landmarks of the United States (flag, Statue of Liberty, The White House) • Recite the Pledge of Allegiance 2. Knowledge of principles and processes of governance systems. <ol style="list-style-type: none"> A. Knowledge of democratic principles of governance, especially as applied to school, community and state <ul style="list-style-type: none"> • Take responsibility for managing classroom materials • Work together cooperatively to meet objectives • Describe fair ways to make decisions B. A general knowledge of how and by whom authoritative decisions are made, enforced, and interpreted within these governance systems <ul style="list-style-type: none"> • Identify self as a member of different groups • Recognize the importance of groups and how they function • Describe how groups need to make decisions and how those decisions are made in families and the classroom • Identify political units • Focus on a classroom, school, or community issue and create a plan of action C. Knowledge of the functions of the three branches of government. Explain what it means to make rules and how it is necessary to carry out or enforce rules 3. Knowledge of economic concepts (including the laws of

supply and demand).

A. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events

- Identify basic needs
- Distinguish between needs and wants
- Connect economic needs/wants and places that meet them
- Recognize the importance of choice given limited resources
- Recognize the importance of community services
- Understand that people work to produce goods and provide services
- Recognize everyday economic exchanges

4. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment.

A. Reading and constructing maps

- Use different parts of an atlas
- Compare own neighborhood or community with others
- Identify common characteristics of all communities
- Describe characteristics of urban and rural communities
- Define a globe as a model of the earth
- Distinguish between ground-level, bird's-eye, and map views
- Identify maps as special drawings of real places
- Use map keys and map symbols
- Locate continents and oceans on maps and globes
- Locate own continent, country, state, and community on a map
- Locate national capital(s) on maps
- Describe relative locations and directions
- Draw routes on maps
- Use directions to describe locations and routes
- Compare maps of different scales
- Define natural and cultural features and identify them on a map
- Give examples of how environment influences human activity
- Identify, compare, and contrast seasons

	<ul style="list-style-type: none">• Describe how weather and temperature differ around the world <p>5. Knowledge of relationships of the individual and groups to institutions and cultural traditions.</p> <p>A. Cultures meeting the needs of people</p> <ul style="list-style-type: none">• Appreciate that each person is unique• Identify family members and their roles in the family• Recognize cultural diversity and appreciate its benefits• Recognize diversity within the American culture• Identify similarities between own culture and others around the world• Identify holidays and celebrations around the world• Recognize cultural diversity past and present
--	---

<p>Grade 1</p>	<p>I. <u>Geography</u> The students will be able to:</p> <ol style="list-style-type: none"> 1. Learn geographic skills, develop their knowledge of the Earth, and grow in understanding and appreciation of their responsibilities as stewards of all the Earth's resources. 2. Show skill in using geographic tools that help people understand the world from a spatial perspective- <ul style="list-style-type: none"> -Observe and record daily weather. -Use terms such as <u>far</u>, <u>near</u>, <u>away</u>, <u>from</u>, <u>next to</u>, and <u>toward</u> to describe relative location. -Use words that describe time; arrange units of time in order from shortest to longest. -Describe the relationship of self and objects to a particular object. -Distinguish between natural and human characteristics. -Identify and use the four cardinal directions. -Define and explain boundaries. -Position objects or structures on a simple map. -Create a map using symbols and a map key. -Understand the basic orientation of maps and globes. -Identify land and water areas on a map and a globe and locate the students' home states on a map and a globe. -Describe characteristics of large geographic areas. -Name and locate the seven continents, major oceans, and North and South Poles. -Brainstorm sources of information in order to answer a question. -Use oral, visual, and written sources for geographic information. -Prepare oral or written presentation using pictures, maps, time lines, and graphs. -Illustrate a story by creating map legends and a map. -Use longitude and latitude to locate a place on the globe and understand how latitude is related to the climate. 3. Demonstrate that the physical characteristics of places and regions influence where and how people live and work- <ul style="list-style-type: none"> -Locate their community, state, country on a map.
-----------------------	---

- Describe location landforms, bodies of water, natural resources, and weather and how these influence human activity.
- Give examples of physical process that affect the land and climate.
- Describe the types of housing and ways of making a living;
- Identify and map types of transportation and communication in their community.
- Describe the physical and cultural aspects of life in their area before the arrival of Europeans.
- Identify a country other than the United States to which people travel.

- 4. Understanding the damage that results from mismanagement of our natural resources and the failure to care appropriately for our environment-**
- Describe how responsible people practice good stewardship of the Earth and its resources.
 - Sort various natural characteristics of an area.
 - Indicate the natural resources of an area or region and use of these resources.
 - Discuss the changes people make to the environment.
 - Describe ways people pollute the air, land, and water.
 - Identify ways people improve the environment.

- 5. Geographic knowledge helps people interpret the past, understand the present, and plan for the future-**
- Identify important places in the community and tell why these places are important.
 - Compare their school with a school in another location.
 - Identify the effect of seasonal changes on plants, animals, and people.
 - Describe early means of transportation.
 - Describe how tools, appliances, and technologies have changed the way families live.

II. History

The students will be able to:

- 1. Develop their knowledge of history and grow in their ability to understand and use the skills necessary to apply the lessons learned from history in their everyday lives-**
- Differentiate between past, present, and future.
 - Identify a prominent historical person and event from stories about the past.
 - Describe the contribution of historical figures, including George Washington and Thomas Jefferson, during the early years of our nation.
 - Explain the contribution of inventors, such as Alexander

Graham Bell, George Washington Carver, and Thomas Edison.

-Describe how people of the past traded, made a living, and were governed.

-Identify changes as well as constants between their lives and those of parents and grandparents.

-Explain the origins of selected holidays, such as Martin Luther King Day, Independence Day, and Veterans Day.

-Identify American songs and symbols and identify the symbols associated with our state (state bird, flower, tree, the motto, flag).

2. Develop skills necessary for clear analysis and reasoned problem solving-

-Draw illustrations to show a morning activity, an afternoon activity, and an evening activity.

-Use a calendar effectively.

-Create calendars and time lines.

-Recognize the characteristics of facts.

-Discuss how facts and opinions differ.

-Define a point of view.

-Recognize that we learn about the past through a variety of resources.

III. Society and Culture

The students will be able to:

1. Develop social and cultural knowledge and appreciate all people-

-Compare and contrast ways in which families meet basic human needs;

-Discuss roles of family members.

-Discuss how choices made by individuals affect the group.

-Discuss specific ways we can help each other.

-Describe various roles of people in the community.

-Identify the goods and services consumed by families and identify those that come from outside the local community.

2. Understand that individuals and groups deal with

conflict and change as they interact with each other-

-Explain and demonstrate the value of honesty, truthfulness, and respect in dealing with others.

-Explore ways that people show care and respect, behave responsibly, and resolve conflict.

3. Understand that individuals and groups develop arts and innovations that reflect their culture and the historical period-

-Retell and discuss family stories based upon family records.

-Discuss the role of technology in their daily lives; consider

life without these technologies.

-Tell folktales and legends about such characters as Pocahontas, John Henry, and Pecos Bill.

4. Understand that people of various ethnic groups enrich society as they follow their customs and celebrate their heritage-

-Identify their own talents, interests, and abilities, and those of others.

-Compare and contrast families with regard to customs, foods, activities, and events.

-Identify people, food, and artifacts that come from another country.

-Sing songs representative of different cultures.

IV. Citizenship and Government

The students will be able to:

1. Develop their knowledge of forms of governance and understand their responsibilities as citizens-

-Name several authority figures in the home, school, and community and describe what they do.

-Identify community helpers and explain their important work.

-Describe the functions performed by the mayor, governor, and president.

-Identify officials carrying out those functions.

-Vote to make decisions.

-Write, explain, and follow classroom rules.

-Make and post a list of student rights and responsibilities.

-Discuss how the Pledge of Allegiance promises loyalty to our nation.

-Identify patriotic and national symbols, such as the flag, the Liberty Bell, and the Alamo.

-Describe life choices and their consequences.

-Demonstrate accountability and responsibility for personal actions.

-Discuss and use a process for making personal decisions.

-Work together to solve a problem.

V. Economics

The students will be able to:

1. Develop their knowledge of economic concepts, issues, and systems and develop their decision-making skills as participants in the economy of an independent world-

-Identify the jobs of those who work at the school.

-Name the goods and services their school provides and those who provide them.

- | | |
|--|--|
| | <ul style="list-style-type: none">-Describe the kinds of work people do in their environment to meet their needs.-Identify the markets they experience in their daily lives.-Describe how people use resources from the environment to meet their needs and wants.-Distinguish between wants and needs; explain how scarcity requires people to make choices.-Describe how people exchange goods and services to meet their needs.-Distinguish between producers and consumers.-Describe choices made when buying goods and services.-Identify public goods and services used in the family.-Identify jobs students might perform at home or elsewhere to earn money. |
|--|--|

Grade 2

I. Geography

The students will be able to:

1. Learn geographic skills, develop their knowledge of the Earth, and grow in understanding and appreciation of their responsibilities as stewards of the Earth's resources.

2. Demonstrate why using geographic tools helps people understand the world from a spatial perspective-

-Compare relative locations.

-Respond correctly to verbal directions.

-Understand the standard orientation of maps and globes.

-Create maps with legends.

-Identify the equator, the poles, and hemispheres as points of reference on the globe.

-Identify major landforms and bodies of water on a map or globe.

-Differentiate physical features from man-made features.

-Locate his/her state and local community on a map or globe.

-Locate the United States and other countries on a map or globe.

-Identify and distinguish between types of environments.

-Explain why people choose to live where they do.

-Illustrate the relationships between climate and human development.

-Describe a state or region's weather, natural resources, and settlement patterns.

3. Understand the damage that results from mismanagement of our natural resources and the failure to care appropriately for our environment. Know that responsible people practice good stewardship of the Earth and its resources-

-Identify ways in which people use and change the environment to meet their needs.

-Explain how people adapt the way they dress according to the season.

-Provide examples of how human activities harm the local environment.

-Explain how people can help preserve and protect the environment.

-

4. Geographical knowledge helps people interpret the past, understand the present, and plan for the future-

-Identify on a map the place where their ancestors lived prior to moving to their community.

-Identify technologies that did not exist in the past.

-Explain why people traded in the past.

-Explain how science and technology have changed

communication, transportation, and other aspects of life.
-Compare rural, urban, and suburban ways of life.

II. History

The students will be able to:

1. Develop their knowledge of the history of the United States and grow in their ability to understand and use the skills necessary to apply the lessons learned from history in their everyday lives-
-Differentiate between the following concepts: past, current, future.
-Explain how native and immigrant populations contributed to American history in agriculture and fur trade.
-Identify individuals and groups associated with exploration and expansion within the United States.
-Identify changes in a community from one historical period to another.
-Identify and reflect upon the contributions of figures from United States history.
-Provide examples of individuals who have shaped the world through their contributions (e.g. Jesus, Gandhi, Florence Nightingale).
-Describe the significance of a historical monument or holiday.
-Compare their life experiences with those of their parents and grandparents.
-Examine and discuss the past through the use of autobiographical accounts and personal objects, such as jewelry, photographs, newspaper articles, scrapbook items, and toys.
-Describe daily life in the past.
-Explain the significance of the landmarks, celebrations, and monuments of their region, state and country.

III. Society and Culture

The students will be able to:

1. Develop social and cultural knowledge and appreciate all people.
2. Know that individuals and groups cooperate to meet their needs-
-Identify the role of families in a culture.
-Identify people's jobs and how others benefit from their work.
-Give examples of local institutions that offer help to people.
-Discuss the significance of local celebrations and traditions.
-Explain the value of cultural diversity as it exists in

individual communities and in the nation.

3. Know that individuals and groups deal with conflict and change as they interact with each other-

-Define conflict and cooperation.

-Describe how families cooperate and deal with conflict.

-Identify voting, sharing, and taking turns as examples of fair ways to interact.

4. Know that individuals and groups develop arts and innovations that reflect their culture and the historical period-

-Play games from different cultures and ethnic groups.

-Identify someone who lives in another country, describing his/her food, clothing, and way of life.

5. Demonstrate how people of various ethnic groups enrich society as they follow their customs and celebrate their heritage-

-Contrast and compare two or more cultures.

-Name languages spoken in different countries.

-Describe various distinct cultural customs and traditions.

IV. Citizenship and Government

The students will be able to:

1. Develop their knowledge of forms of governance and understand their responsibilities as citizens-

-Compare and contrast the concepts of freedom and justice.

-Discuss and give examples of making decisions and experiencing their consequences.

-Describe a process for resolving conflicts peacefully and fairly in keeping with democratic principles.

-Identify ways people might try to influence each other.

-Recognize that governments establish order, provide security, and manage conflict.

-Define legal authority.

-Identify the values of laws and rules; describe the consequences of not having rules.

-Create and post rules for the classroom and include a list of student rights and responsibilities.

-Discuss school rules and responsibilities that promote health and safety.

-Provide an example of a local rule and the consequence of breaking it.

-Describe how the United States and other countries make and enforce laws.

-Explain how the Declaration of Independence declares the individual's rights, including life, liberty and the pursuit of happiness.

- Recognize national monuments and memorials.
- Identify symbols, such as state birds and flowers, Uncle Sam, and patriotic songs such as "America the Beautiful".
- Recognize the six core democratic values: common good, truth, justice, equality, diversity, and rule of the law.
- Recognize the meaning of responsible citizenship.
- Respect each other despite differences in personality. -Work cooperatively in groups.
- Demonstrate accountability and responsibility for personal actions.
- Describe how the contribution of significant historic figures makes a difference in the lives of others.
- Describe how citizens benefit from basic rights such as freedom of speech.

V. Economics

The students will be able to:

1. Develop their knowledge of economic concepts, issues and systems and develop their decision-making skills as participants in the economy of an interdependent world.
 2. Demonstrate that economic systems, institutions, and incentives affect people in many aspects of life-
 - Distinguish between goods and services and give examples from family and community life.
 - Identify those in the community who produce goods and services.
 - Identify producers and consumers.
 - Describe the interdependence of producers and consumers.
 - Recognize a market as the place where buyers and sellers come together.
 - Explain how money assists in exchange.
 - Compare food production and consumption of long ago with food production and consumption today.
 - Identify types of occupations and match their tasks with goods and services provided.
 3. Demonstrate that a market economy distributes resources by seeking to balance supply with demand-
 - Discuss economic need and the balance of supply and demand.
 - Identify resources used to produce various goods and services.
 - Identify resources as human, natural, and capital.
 - Identify goods and services that originate outside their community.
 - Explain the story of the making of a product.
 4. Demonstrate that government policies and technological

	<p>innovations influence and shape economic activity-</p> <ul style="list-style-type: none">-Explain barter and provide examples.-Consider how technological advances affect the economy.-Describe goods and services provided by the government.-Identify government agencies and businesses that meet the needs of the community (e.g., firefighters, hospital workers, grocery workers).-Identify the means by which goods and services move from one location to another. <p>5. Demonstrate that economic knowledge and skills equip people to manage their own resources-</p> <ul style="list-style-type: none">-Identify sources of money and ways to use it.-Participate in projects designed to help others.
--	--

Grade 3

I. Communities-Our Community, Its History, How It Is Governed, How People Earn a Living in It, and How It Relates to the Nation

The students will be able to...

1. Identify and explain why cities make laws and ordinances.
2. Discuss and apply responsibilities of citizens, including respect for the rights of others and treating others fairly.
3. State the main purpose of the Declaration of Independence and the Constitution.
4. Describe the importance of the Pledge of Allegiance.
5. Describe the contributions of Martin Luther King, Jr.
6. Analyze peaceful resolution of disputes by courts or legitimate authorities, such as parents, teacher, principals, etc.
7. Describe how authoritative decisions are made, enforced, and interpreted within the federal government.
8. Identify and explain the functions of the three branches of the federal government.
9. Identify and explain goods and services.
10. Distinguish among natural, capital, and human resources.
11. Conduct a cost-benefit analysis.
12. Identify taxes students experienced, such as sales taxes.
13. List how tax monies are used, who benefits from tax-supported services, and who pays for these services.
14. Read and construct maps.
15. Identify and locate the Mississippi and Missouri Rivers.
16. Identify states bordering Missouri.
17. Describe and use absolute location, using a grid system.
18. Describe various ecosystems in Missouri and the world and what physical factors determine their existence.
19. Describe how changes in communication and transportation technologies affect people's lives.
20. Explain why people living in different places (cities, suburbs, towns, villages) and specializing in different occupations need to interact with each other.
21. Identify examples of different regions (urban, rural, recreational area, wheat-pounding region, business district).
22. Compare how people meet their needs in different ways, cultures, and times.

	<p>23. Participate in a constructive process to resolve conflicts.</p> <p>24. Identify, select, and use visual, graphic, and auditory aids (timelines and diagrams).</p> <p>25. Identify, use and create primary and secondary sources (diaries, letters, people, interviews, journals, and photos).</p> <p>26. Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, and books).</p> <p>27. Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).</p>
--	--

<p>Grade 4</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton). 2. Locate and describe Missouri settlements of people of European and African heritage. 3. Outline issues of Missouri statehood, such as the Missouri Compromise. 4. Summarize the events in westward expansion, including people's motivation, their hardships and Missouri as a point of departure to the West. 5. Explain Missouri's role in the Civil War, i.e., Missouri as a border state. 6. Describe the changes in Missouri since the Civil War in education, transportation and communication. 7. Describe the contributions of Thomas Jefferson. Sequence and describe the importance of- <ul style="list-style-type: none"> • Louisiana Purchase • Lewis and Clark Expedition 8. Evaluate the impact of westward expansion on Native Americans in Missouri. 9. Describe how authoritative decisions are made, enforced and interpreted within the state government. 10. Identify and explain the functions of the three branches of state government. 11. Compare saving and financial investment; explain supply and demand. 12. Interpret past, explain present, and predict future consequences of economic decisions. (Decisions that are meaningful to fourth graders, such as those made by consumers and those pertaining to the environment). 13. Explain how the state generates the money to provide goods and services, especially by the collection of sales taxes. 14. Explain how decisions of households, businesses and governments affect one another. 15. Construct and interpret maps. 16. Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia, and St. Joseph on a map. 17. Describe human characteristics of a place, such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks. 18. Describe how people are affected by, depend on, adapt
-----------------------	--

to, and change their environments.

19. Compare regions (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).

20. Use geography to interpret the past (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases considerably).

21. Analyze how needs are met by groups and organizations (e.g., governments, businesses, schools, religious institutions, and charitable organizations).

22. Evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer.

23. Identify, select and use visual, graphic and auditory aids.

24. Identify and evaluate primary and secondary sources (diaries, letters, people, interviews, journals, and photos).

25. Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons).

26. Identify and create artifacts (building structures and materials, works of cultural art, fossils, pottery, tools, clothing, and musical instruments).

27. Create maps, timelines, diagrams, and cartoons to enhance studies in civics, history, economics, and geography.

<p>Grade 5</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed. 2. Identify important principles in the Constitution including- <ul style="list-style-type: none"> • limited government, • rule of law, • majority rule, • minority rights, • separation of powers, • checks and balances. 3. Identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9). 4. Summarize the viability and diversity of Native American cultures before Europeans arrived. 5. Outline the discovery, exploration and early settlement of America. 6. Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain the success of American colonists. 7. Relate the drafting of the Constitution to the formation of a new nation. 8. Investigate the causes and consequences of Westward Expansion, including- <ul style="list-style-type: none"> • Texas and the Mexican War, • Oregon Territory, • California Gold Rush. 9. Examine cultural interactions among Native Americans, Immigrants from Europe, and Africans brought to America. 10. Identify political, economic, and social causes and consequences of the Civil War and Reconstruction. 11. Identify limited and unlimited governments. 12. Distinguish between powers and functions of local, state, and national government. 13. Apply the economic concepts of scarcity, supply and demand, and trade-offs (opportunity cost). 14. Identify the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy. 15. Interpret the past, explain the present, and predict future consequences of economic decisions. 16. Use geographic research sources to acquire information and answer questions. 17. Construct maps.
-----------------------	--

	<ul style="list-style-type: none">18. Locate cities of Missouri and the United States.19. Locate states and major topographic features of the United States.20. Locate and describe real places, using absolute and relative location.21. Identify physical characteristics, such as climate, topography, relationship to water, and ecosystems.22. Identify human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic backgrounds, and political systems.23. Identify major patterns of population distribution, demographics, and migrations in the United States.24. Identify different kinds of regions in the United States.25. Use geography to interpret the past, explain the present, and plan for the future (e.g., physical processes that continue to reshape the earth).26. Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group.27. Identify how ideas, concepts, and traditions have changed over time in the United States.28. Select, investigate, and present a topic, using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters.29. Use maps, graphs, statistical data, timelines, charts, and diagrams to interpret, draw conclusions, and make predictions.30. Create maps, graphs, timelines, charts, and diagrams to communicate information.31. Use technological tools for research and presentation.32. Distinguish between fact and opinion and recognize bias and points of view.33. Identify, research, and defend a point of view/position.
--	---