

SOCIAL STUDIES OUTCOMES

AND

PERFORMANCE INDICATORS

PROGRAM PHILOSOPHY

In Acts 17:24 -28 it says "The God who made the world and everything in it is the Lord of heaven and earth, . . . because He himself gives all men life and breath and everything else. From one man He made every nation of men, that they should inhabit the whole earth; and He determined the times set for them and the exact places where they should live. God did this so that men would seek him and perhaps reach out for him and find him, though He is not far from each one of us. For in Him we live and move and have our being."

Believing in the truth of God's Word, we teach social studies, that the children of Trinity Lutheran School may understand that God is the Creator and Controller of all. He uses lives of believers and unbelievers alike to fulfill His purposes. Social studies instruction should develop in students a rich understanding of the past, present, and future. It should help students understand their place in the world, their roles and responsibilities. Finally we teach social studies to impress upon the students the confidence we have as Christians as expressed in Romans 8:28, " We know that in all things God works for the good of those who love him, who have been called according to his purpose.

PROGRAM OUTCOMES

1. Interact well with all people (and respect cultural diversity).
2. Understand the global community (connections between parts of the world).
3. Connect the past to the future.
4. Recognize the different structures used to accomplish different tasks (economic systems, business organizations, governmental systems, etc.)
5. Understand and accept change.
6. Recognize/understand your own values.
7. Understand your heritage.
8. Possess the skills and tools of the social sciences (maps, research, graphing, etc.).
9. Demonstrate correct citizenship.
10. Understand economics.
11. Relate current events to your own lives.
12. Integrate exit outcomes, as a life-long learner and cooperative producer with higher order thinking skills, etc.) into social studies knowledge and understanding.

(Updated 2010)

KINDERGARTEN

1. Apply social Studies to life.
 - 1.1. Describe information about yourself.
 - 1.2. Discuss families.
 - 1.3. Discuss communities.
 - 1.3.1. Identify community buildings.(Library, School Government Center)
 - 1.3.2. Identify community helpers (Policemen, Firemen, Librarians, Nurses, Doctors, Garbage Collectors, Mail Carriers)
2. Understand where you live.
 - 2.1. Identify where you live (Home)
 - 2.2. Discuss what it is like where you live. (City, Rural)
3. Discuss things that could change in your life.
 - 3.1. Realize that families move.
 - 3.2. Identify that families change in size and dynamics.
 - 3.3. Realize that parents have to work, so that through them, God provides your daily needs.
 - 3.4. Realize that there are rules by which we live.
 - 3.5. Fair treatment of others.
 - 3.6. Reasons we have rules at home and school.
 - 3.7. Signs for safety
4. Identify life from the perspective of others.
 - 4.1. Recognize how others in the class live.
 - 4.2. Discuss life in other settings.
 - 4.3. Discuss how others around the country live.
 - 4.4. Discuss how others around the world live.
 - 4.5. Analyze how others lived in history.
 - 4.6. Analyze what is/was important to these people.
 - 4.6.1. Identify cultural diversity as part of the United States.
 - 4.6.2. Recognize diversity such as foods, clothing, rituals.
5. Understand your responsibilities as a child of God.
 - 5.1. Current
 - 5.1.1. Respect(social, rights of others, property, authority)
 - 5.1.2. Responsibilities (learn, grow, and develop potential)
 - 5.1.3. Identify the U.S. flag
 - 5.1.4. Recite the Pledge of Allegiance.
 - 5.2. Future
 - 5.2.1. Citizenship (participate and abide by the laws)
 - 5.2.2. Family (love, relationships)
 - 5.2.3. Career (final reward and job satisfaction)
 - 5.2.4. Environment
 - 5.2.5. Identify and compare the roles of individuals.
6. Identify the four basic needs people share (Then and now)
 - 6.1. Food
 - 6.2. Clothes
 - 6.3. Shelter
 - 6.4. Love
7. Identify events that are important to you.
 - 7.1. Identify your birthday.
 - 7.2. Identify major holidays.

- 7.2.1. Thanksgiving
- 7.2.2. Christmas
- 7.2.3. Presidents Day
- 7.2.4. Easter
- 7.2.5. Memorial Day
- 7.2.6. Fourth of July
- 7.2.7. Labor Day
- 7.2.8. Columbus Day
- 8. Identify wants and needs for survival.
 - 8.1. List and locate things we need for survival
 - 8.2. List things that are wants.
- 9. Identify physical characteristics of both local and global
 - 9.1. Discuss weather
 - 9.1.1. Summer
 - 9.1.2. Fall
 - 9.1.3. Winter
 - 9.1.4. Spring
 - 9.2. Discuss different kinds of land and water.
 - 9.3. Mountains, plains, and the animals and plants that live there.
 - 9.4. Oceans, lakes and the different animals and plants that live there.
 - 9.5. Locate places on a globe
 - 9.6. Locate their home on a flat map.
- 10. Identify the United States.
 - 10.1. Associate the U.S. with Native Americans
 - 10.1.1. Discuss cultures
 - 10.2. Discuss the first explorers
 - 10.3. Discuss how transportation has changed.
 - 10.4. Compare how cities have grown or disappeared over time.
 - 10.5. Discuss our city.

FIRST GRADE

- 1. Examine the family life
 - 1.1. Identify the meaning of family life.
 - 1.2. Define the meaning of ancestors.
 - 1.3. Understand the roles and responsibilities of a Christian family.
 - 1.4. Compare how family life is different from today than in the past.
 - 1.5. Identify the similarities and differences of family from past and present.
- 2. Make economic choices
 - 2.1. Explain how work provides income to purchase goods and services.
 - 2.2. Identify the terms goods, services, and income.
 - 2.3. List the basic needs (food, water, clothing, shelter)
 - 2.4. Explain the choices people can make about earning, spending, and saving money.
- 3. Distinguish between producing and consuming.
 - 3.1. Identify ways people are both producers and consumers.
 - 3.2. Trace the development of a product from natural resources to finished product.
 - 3.3. Identify different transportation that moves goods from place to place.
- 4. Explore physical features of the Earth's surface.
 - 4.1. Identify the different landforms: mountain, plain, valley, island, and peninsula.

- 4.2. Identify the different bodies of water: ocean, river, lake.
- 4.3. Define the term geography.
- 4.4. Identify the Earth's natural resources: air, water, sun, forests, and soil.
- 4.5. Explain how people use natural resources to meet their needs.
- 4.6. Identify ways to conserve and replenish natural resources.
5. Explore Minnesota History
 - 5.1. Locate Minnesota on a map.
 - 5.2. Identify the states and country that border Minnesota.
 - 5.3. Label important cities, rivers, and places on Minnesota map: St. Paul, Minneapolis, Duluth, Minnesota River, Mississippi River, Itasca State Park, and Fort Snelling.
 - 5.4. Locate your town (Belle Plaine) on a map of Minnesota.
 - 5.5. Identify the state bird, flower, tree, flag, and capital.

SECOND GRADE

1. Define the make-up of a community.
 - 1.1. Define neighborhood.
 - 1.2. Define community.
 - 1.3. Differentiate between a neighborhood and a community.
 - 1.4. Read maps of a neighborhood.
 - 1.5. Identify how a neighborhood fits in a community, state, and country.
 - 1.6. Explain the need for laws in the community.
 - 1.7. Identify ways people can work together in the classroom and community by obeying rules and laws.
 - 1.8. Recognize diversity in communities.
 - 1.9. Compare rural, urban, and suburban communities.
 - 1.10. Locate communities, states, and countries on map.
 - 1.11. Identify state and national symbols.
2. Explore the role of government.
 - 2.1. Identify functions of government.
 - 2.2. Compare the role of public officials including mayor, governor, and president.
 - 2.3. Locate Washington, D.C. on a United States map.
 - 2.4. Describe how governments establish order, provide security, and manage conflict.
 - 2.5. Identify patriotic songs, symbols, and mottoes.
3. Recognize the civic rights and responsibilities of citizens.
 - 3.1. Identify ways that public officials are selected, including election, and appointment to office.
 - 3.2. Define the term vote.
4. Use maps and globes to locate places.
 - 4.1. Demonstrate map and globe skills.
 - 4.2. Locate the seven continents.
 - 4.3. Name the seven continents.
 - 4.4. Locate the four oceans.
 - 4.5. Name the four oceans.
 - 4.6. Locate some communities, states, and countries on maps.
 - 4.7. Define and locate the equator.
5. Learn about the beginnings and growth of our country (USA).
 - 5.1. Compare the lives and contributions of various Native American groups.
 - 5.2. Locate the regions of the Sioux and Pueblo Indians on the United States map.
 - 5.3. Define the terms explorer, colony, and colonist.

- 5.4. Describe how weather, natural resources, and natural hazards affect activities and settlement patterns.
- 5.5. Identify the first European settlements in North America: St. Augustine, Jamestown, and Plymouth.
- 5.6. Explain the significance of national holidays: Thanksgiving and Independence Day.
- 5.7. Discuss the significance of the American Revolution.
- 5.8. Define the term pioneer.
- 5.9. Illustrate the expedition of Lewis and Clark.
- 5.10. Discuss slavery and the Underground Railroad.
 - 5.10.1. Harriet Tubman
 - 5.10.2. Frederick Douglass
 - 5.10.3. Sojourner Truth

THIRD GRADE

1. Apply social studies to life (apply the following to each outcome, if appropriate).
 - 1.1. Use knowledge of social studies to develop abilities in:
 - 1.1.1. higher order thinking skills, e.g. analyzing, deciding, evaluating, classifying, developing, creating, estimating, generalizing
 - 1.1.2. communicating, e.g. persuading, demonstrating, explaining, defending, considering, deducing, recommending
 - 1.1.3. setting and attaining goals, e.g. researching, envision, planning, organizing, conducting, persisting
 - 1.1.4. experiencing, e.g. collaborating, relating summarizing, recording, interpreting, comparing, simplifying, concluding.
 - 1.2. Solve problems related to the community.
 - 1.3. Present information about your community.
 - 1.4. Discuss and evaluate current events.
 - 1.4.1. Explore various media to gather information.
 - 1.4.2. Share information with other in the class.
 - 1.4.3. Relate current events to personal experiences.
2. The make-up (structure) of a community.
 - 2.1. Explain what a community is and what it includes.
 - 2.2. Explore community government and its function.
 - 2.3. Discuss and explain the importance of finances (resources, goods, taxes) of a community.
 - 2.4. Discover the history of the community.
 - 2.5. Explain the importance of businesses and services in a community.
3. The geography of the community.
 - 3.1. Create and explain maps of communities.
 - 3.2. Explain how communities relate to a state and country.
 - 3.3. Describe the importance and relationship between a community and its location.
 - 3.4. Create a model of a community.
4. How to function in a community.
 - 4.1. Analyze the travel throughout a community (transportation).
 - 4.2. Discuss the rules (laws and expectations) of a community.
 - 4.3. Identify how a community's needs are met (services).
 - 4.4. List groups, clubs, and organizations in the community.
 - 4.5. Describe how and why communities are constantly changing.
5. Similarities and differences between communities throughout the world.

- 5.1. Relate your community to communities throughout the state.
- 5.2. Relate your community to communities throughout the United States.
- 5.3. Relate your community to communities in other countries.
- 5.4. Compare and contrast communities in history were similar and different from today.

FOURTH GRADE

1. Apply social studies to life (apply the following to each outcome, if appropriate).
 - 1.1. Use knowledge of social studies to develop abilities in:
 - 1.1.1. higher order thinking skills, e.g. analyzing, deciding, evaluating, classifying, developing, creating, estimating, generalizing
 - 1.1.2. communicating, e.g. persuading, demonstrating, explaining, defending, considering, deducing, recommending
 - 1.1.3. setting and attaining goals, e.g. researching, envision, planning, organizing, conducting, persisting
 - 1.1.4. experiencing, e.g. collaborating, relating summarizing, recording, interpreting, comparing, simplifying, concluding.
 - 1.2. Solve problems related to the community.
 - 1.3. Present information about your community.
 - 1.4. Discuss and evaluate current events.
 - 1.4.1. Explore various media to gather information.
 - 1.4.2. Share information with other in the class.
 - 1.4.3. Relate current events to personal experiences.
2. Possess a visual sense of our world.
 - 2.1. Expand knowledge of the Earth with the use of maps (hemisphere, latitude, longitude).
 - 2.2. Utilize charts and maps to show land and water forms (continents, oceans).
 - 2.3. Utilize charts and maps to show different regions (desert, plains, forest, mountain).
 - 2.4. Develop North American charts and maps which show key information such as population, resources, climate, vegetation.
 - 2.5. Examine the purpose and use of map legends (key, scale, directions, symbols).
3. Life in different geographical regions.
 - 3.1. Explore how climate effects the way people live.
 - 3.2. Explain how regional situations affect the way people live.
 - 3.3. Discuss how the availability of natural resources affect the way people live.
 - 3.4. Identify how people and the environment interact.
 - 3.5. Compare life in various parts of the world with your own.
 - 3.6. Understand similarities and differences in various parts of the world with your own.
4. People are dependent on one another.
 - 4.1. Compare where food, clothing, and shelter come from in various regions.
 - 4.2. Discuss which goods and services are produced and delivered in various regions.
 - 4.3. Explain why people in various parts of the world produce the goods and services they do.
 - 4.4. Explore how the production of goods and services affects the environment.
5. Responsibilities and benefits of living in a community.
 - 5.1. Discuss the rules (laws and expectations) of the community.
 - 5.2. Respect the rights and property of others.
 - 5.3. Participate in a community to make a difference (volunteer, cooperate, do your share).
 - 5.4. Explore the importance of culture in a community.
 - 5.5. Identify responsibilities as a member of a community.

FIFTH GRADE

1. Apply social studies to life (apply the following to each outcome, if appropriate).
 - 1.1. Use knowledge of social studies to develop abilities in:
 - 1.1.1. higher order thinking skills, e.g. analyzing, deciding, evaluating, classifying, developing, creating, estimating, generalizing
 - 1.1.2. communicating, e.g. persuading, demonstrating, explaining, defending, considering, deducing, recommending
 - 1.1.3. setting and attaining goals, e.g. researching, envision, planning, organizing, conducting, persisting
 - 1.1.4. experiencing, e.g. collaborating, relating summarizing, recording, interpreting, comparing, simplifying, concluding.
 - 1.2. Solve problems related to the community.
 - 1.3. Present information about your community.
 - 1.4. Discuss and evaluate current events.
 - 1.4.1. Explore various media to gather information.
 - 1.4.2. Share information with other in the class.
 - 1.4.3. Relate current events to personal experiences.
2. Identify key influences which recognize God's guiding hand in shaping the world.
 - 2.1. Recall how and where civilizations were formed.
 - 2.2. Examine cultures throughout history (in the world).
 - 2.3. Examine the daily life of people in history (in the world).
 - 2.4. Identify key people, events, inventions, and discoveries in the world (motivations, effects).
 - 2.5. Discuss key influences from different perspectives.
3. Develop a mental timeline of history (of the world).
 - 3.1. Place key influences on a timeline.
 - 3.2. Relate key influences to their causes and effects.
 - 3.3. Determine the historical timeframe when a key influence occurred. (In a logical sense, what was going on?)
4. Develop a mental map of the world.
 - 4.1. Interpret maps and charts of the world.
 - 4.2. Develop charts and maps which show key information (population, resources, movement , battles).
 - 4.3. Develop charts and maps to depict change over time.
5. Understand key influences which shape(d) our state.
 - 5.1. Examine cultures throughout history (in our state).
 - 5.2. Examine the daily life of people in history (in our state).
 - 5.3. Identify key people, events, inventions, and discoveries in our state (motivations, effects).
 - 5.4. Explain the structure of state and local government.
6. Develop a mental timeline of history (in our state).
 - 6.1. Place key influences on a timeline.
 - 6.2. Relate key influences to their causes and effects.
 - 6.3. Establish logical sense of history (basic progression and mental map).
7. Develop a mental map of our state.
 - 7.1. Interpret maps and carts of our state and the world.
 - 7.2. Develop charts and maps which show key information (population, resources, movement, battles).
 - 7.3. Develop charts and maps to depict change over time.
 - 7.4. Relate charts and maps to our lives today.

SIXTH GRADE

1. Apply social studies to life (apply the following to each outcome, if appropriate).
 - 1.1. Use knowledge of social studies to develop abilities in:
 - 1.1.1. higher order thinking skills, e.g. analyzing, deciding, evaluating, classifying, developing, creating, estimating, generalizing
 - 1.1.2. communicating, e.g. persuading, demonstrating, explaining, defending, considering, deducing, recommending
 - 1.1.3. setting and attaining goals, e.g. researching, envision, planning, organizing, conducting, persisting
 - 1.1.4. experiencing, e.g. collaborating, relating summarizing, recording, interpreting, comparing, simplifying, concluding.
 - 1.2. Solve problems related to the community.
 - 1.3. Present information about your community.
 - 1.4. Discuss and evaluate current events.
 - 1.4.1. Explore various media to gather information.
 - 1.4.2. Share information with other in the class.
 - 1.4.3. Relate current events to personal experiences.
2. Develop a “mental map” of the physical characteristics of the world.
 - 2.1. Use a globe to show your knowledge of the Earth.
 - 2.2. Use charts and maps to show land and water forms.
 - 2.3. Develop charts and maps which show key information such as population, resources, climate, vegetation.
 - 2.4. Develop charts, maps, and graphs to depict change over time.
 - 2.5. Develop maps, charts, and graphs which show views of the Earth at points in history.
 - 2.6. Know how to locate important information on maps (population, resources, climate, vegetation, landforms, water masses).
 - 2.7. Know how to use latitude and longitude to locate.
 - 2.8. Compare and state opinions about the Earth based on globes, charts, maps, or graphs.
3. Understand how geography has shaped and changed cultures throughout history under God’s direction.
 - 3.1. Explain the following physical characteristics of the world which have been key influences in shaping cultures:
 - 3.1.1. regions of the world and the culture of the people in each region (values, behavior)
 - 3.1.2. mountain ranges and water masses of the world and how they have affected people
 - 3.1.3. climate of the world and how it has affected people
 - 3.1.4. natural resources of the world and how they have affected people
 - 3.1.5. great boundaries of the world and how they have affected people
 - 3.2. Compare the cultures of others with your own and relate to the geographical characteristics.
4. Explain how various cultures have shaped and changed our world’s geography.
 - 4.1. Investigate how the Earth has changed physically (cause and effects).
 - 4.2. Determine how different cultures have changed the world’s geography—physically, environmentally, ecologically, and technologically.
 - 4.3. Identify techniques and strategies which have been used to protect and manage the environment.
 - 4.4. Predict future changes in the Earth.

SEVENTH GRADE

1. Apply social studies to life (apply the following to each outcome, if appropriate).
 - 1.1. Use knowledge of social studies to develop abilities in:
 - 1.1.1. higher order thinking skills, e.g. analyzing, deciding, evaluating, classifying, developing, creating, estimating, generalizing
 - 1.1.2. communicating, e.g. persuading, demonstrating, explaining, defending, considering, deducing, recommending
 - 1.1.3. setting and attaining goals, e.g. researching, envision, planning, organizing, conducting, persisting
 - 1.1.4. experiencing, e.g. collaborating, relating summarizing, recording, interpreting, comparing, simplifying, concluding.
 - 1.2. Solve problems related to the community.
 - 1.3. Present information about your community.
 - 1.4. Discuss and evaluate current events.
 - 1.4.1. Explore various media to gather information.
 - 1.4.2. Share information with other in the class.
 - 1.4.3. Relate current events to personal experiences.
2. Recognize God's guiding hand in the events of history and our lives today.
 - 2.1. Identify key people and events throughout United States history.
 - 2.2. Identify key discoveries and inventions throughout United States history.
 - 2.3. Explain current and past cultures of the United States.
 - 2.4. Describe key influences from the perspectives in which they occurred.
 - 2.5. Relate key influences from the perspectives in which they occurred.
 - 2.6. State and support opinions regarding key events, people, inventions, and discoveries.
3. Develop a mental timeline of key influences on U.S. History.
 - 3.1. Place key influences on a timeline.
 - 3.2. Determine the historical timeframe when a key influence occurred. (In a logical sense, what was going on?)
 - 3.3. Explain what was happening before and after an influence occurred (cause and effect).
4. Investigate the life of the first Americans.
 - 4.1. Recall where various Indian tribes lived.
 - 4.2. Identify the food, clothing, and shelter of various tribes.
 - 4.3. Identify the culture of Native Americans.
 - 4.4. Assess the life of Indians from their perspective.
5. Use visual skills to assist you in understanding U.S. history.
 - 5.1. Utilize charts and maps which show key information (population, resources, movement, battles).
 - 5.2. Create charts and maps to depict change over time.
 - 5.3. Apply charts and maps to our lives today.
 - 5.4. Determine how the geography of the U.S. has changed through history.

EIGHTH GRADE

1. Apply social studies to life (apply the following to each outcome, if appropriate).
 - 1.1. Use knowledge of social studies to develop abilities in:
 - 1.1.1. higher order thinking skills, e.g. analyzing, deciding, evaluating, classifying, developing, creating, estimating, generalizing
 - 1.1.2. communicating, e.g. persuading, demonstrating, explaining, defending, considering, deducing, recommending
 - 1.1.3. setting and attaining goals, e.g. researching, envision, planning, organizing, conducting, persisting
 - 1.1.4. experiencing, e.g. collaborating, relating summarizing, recording, interpreting, comparing, simplifying, concluding.
 - 1.2. Solve problems related to the community.
 - 1.3. Present information about your community.
 - 1.4. Discuss and evaluate current events.
 - 1.4.1. Explore various media to gather information.
 - 1.4.2. Share information with other in the class.
 - 1.4.3. Relate current events to personal experiences.
2. Examine key influences which shape our early country.
 - 2.1. Identify the groups which inhabited the early United States.
 - 2.2. Explore the cultures (beliefs, values, accepted behaviors, and environment) of early Americans.
 - 2.3. Inspect daily life (tools, routines, pleasures, setting) in early United States history.
 - 2.4. Identify key foreign and domestic events, people, inventions, and discoveries in early United States history.
 - 2.5. Analyze motivations which lead to change in early United States history.
3. Develop a chronological perspective of early United States history.
 - 3.1. Place key influences on a timeline.
 - 3.2. Relate key influences to what was happening just before, during, and after the key influences.
 - 3.3. Develop a logical sense of progression of early United States history.
4. Develop a visual sense of early United States history.
 - 4.1. Develop and interpret maps, charts, and graphs which show views of the world at various points in early United States history.
 - 4.2. Develop and interpret charts, maps, and graphs which show key information (population, resources, movement, battles, change over time).
5. Analyze early United States history from various perspectives.
 - 5.1. Describe key influences from different perspectives.
 - 5.2. Determine what was important to various groups in early United States history.
 - 5.3. Analyze how key influences changed the lives of various groups in early United States history.
6. Connect the relationship between human culture and early United States history.
 - 6.1. Deduce how the culture affected early United States history.
 - 6.2. Explore how history affected the culture of early United States.
 - 6.3. Identify the basic precepts of the U.S. Constitution and Bill of Rights.