

SOCIAL STUDIES

ELEMENTARY K-6 FRAMEWORKS

ANCHORAGE SCHOOL DISTRICT
CURRICULUM AND EVALUATION
SOCIAL STUDIES PROGRAM

May 1994

Anchorage School District

Elementary Social Studies Program

The philosophy and framework for this social studies program reflects the following beliefs:

- Social Studies is a basic subject at the elementary level.
- Social studies curriculum includes a balance of multiple perspectives. Children learn best in a safe environment where multiple perspectives are respected.
- History, geography, civics and government including current events are major components of social studies curriculum.
- Understanding past cultures and history (mistakes and successes) contributes to student success in the future. The use of primary documents (e.g. diaries, logs, the Constitution) is encouraged.
- A democratic government depends upon citizen participation, therefore, social studies should promote "hands on" participatory activities.
- Global awareness and an understanding of the Pacific Rim, including Alaska's related role, are important.
- Map skills are a part of the social studies curriculum supported with multiple resources, (e.g. maps, globes, etc.).
- Literature is integrated into the social studies curriculum.
- Integration is an effective method for the teaching of Social Studies.
- Teaching personnel receive appropriate training to implement curriculum.
- A multi-sensory approach to learning is desired.
- The reduction of prejudice is a goal of all learning.
- The social studies curriculum is developmentally appropriate, inter-related, sequential, and flexible and is sequenced for each grade level.
- Curriculum standards are important for each grade level.

Anchorage School District

Social Studies

Content Overview

K-12

- K-1: Self, Home, School, and Neighborhood With Connections to Larger Spheres When Appropriate.
- Grade 2: Anchorage Past & Present
- Grade 3: Alaska (Geography & History)
- Grade 4: World Geography, Early Civilizations, Exploration/Encounters, U.S. Colonization
- Grade 5: United States History: (up to 1900)
New Nation, Western Expansion, Nation Divided, & Rebirth of a Nation (Includes Geography & Civics),
- Grade 6: Twentieth Century U. S. History, Events from Selected World Nations, & Participation Projects.
- Grade 7: World Geography (3 Quarters) and Alaska Geography and History (9-12 weeks)
- Grade 8: Introduction to the Social Sciences, LRE, (3 Qtrs.), Ancient World Civilizations (4th Quarter)
- Grade 9/10 Integrated World / U.S. History Required
9th grade: Circa 500 BC -1800 (2 semesters)
10th grade: Circa 1763 to present (2 semesters)
- Grade 11/12 History/Social Science (1 Semester) Required
Geography/Area Studies (1 Semester) Required
Economics Course (1 Semester) Required
- Grade 12 U.S. Government (1 Semester) Required

Elementary Social Studies

Content Overview

K-6

- K-1: Self, Home, School, Neighborhood With Connections to Larger Spheres When Appropriate-**The focus in these grades is on developmentally appropriate skills and content in connection with the things students encounter in their daily lives. Comparing and contrasting here with far away and now with long ago will introduce geographic and historical dimensions to students. Core themes introduced include the ideas of justice, responsibility, diversity, conflict/cooperation, property, place, human/environment relationships, location, participation, authority, and freedom. The program is tied closely to literature and the language arts. Social studies instruction is presented when learner readiness for the ideas is appropriate.
- Grade 2: Anchorage Past & Present-**Students in the second grade will learn about the Municipality of Anchorage, past and present. This study features the cultural diversity of Anchorage. Students learn about the men and women who have helped to shape the community. Geography and history serve as the core of the program with emphasis upon corresponding skills and themes. Students interpret and create maps and timelines.
- Grade 3: Alaska Geography and History-**Third grade students examine the state's history. The year begins with a geographic study of the state and then examines the history and cultures of the first Alaskans. The historical and cultural emphasis upon Alaska natives dominate the program for the first semester. With cross-cultural contact from the west and the east, Alaska's history changed. During the second semester, students examine the history of the economy, government, natural resources, people, and other elements important to understanding Alaska's story.
- Grade 4: World Geography, Early Civilizations, Exploration/ Encounters, Colonization-** World geography is the focus for the first quarter with emphasis upon the geographic themes and map and globe skill development. Using this global context, students then explore selected ancient civilizations including Egypt, Greece, Rome, China, Aztec, Inca, and Mayan. Students study these civilizations to develop geographic, historical, and civic perspectives. Students study the historical connections that developed between other parts of the world and North America. The study of exploration and contact between Native Americans, Europeans, Asians, and Africans includes the many stories and diverse perspectives of history. The age of exploration and encounter leads into the initial phase of the history of the United States up to colonization. Core civic and government themes developed in depth during the fourth grade emphasize authority (rules/laws, power, and leaders), justice (distributive, corrective, and procedural), and privacy.
- Grade 5: United States: New Nation, Western Expansion, Nation Divided, Rebirth of a Nation-**Fifth grade continues the chronological story of the

history of the United States up to 1900. Students study the geography of the United States in greater detail with continued development of map and globe skills. This study includes topics such as the Revolutionary War, development of the United States Constitution, slavery, the Civil War, reconstruction, and westward movement. The year is designed to be an inclusive social, economic, political, and cultural history of the people and events that have helped to shape this nation. Core themes from history, geography, and civics/government are addressed throughout the year.

Grade 6: U. S. & the World: U.S. Turned Inward, U.S. Interactions, Recent History 1955-Present, U.S. Citizenship in a Changing World-The sixth grade program examines the history of the United States during the twentieth century in a global context. Students examine how the United States changed from being isolationist in foreign policy to become a global power, connected to the rest of the world by social, cultural, political, economic, and environmental factors. The World Wars, United Nations, Cold War, Korean War, space program and Vietnam, are all examples of topics that are studied. Current events are analyzed. The story of the United States and its people is a major part of the sixth grade program. For example, students learn how our nation has struggled to have the rights and responsibilities of citizenship extended equally to all men and women in the United States. Thus, the economic, social, political, and cultural history will provide students with a strong U.S. historical context. During the final quarter of the year, students develop a project that draws upon the skills and knowledge they have gained in their social studies program. Students will apply their problem solving and decision making skills to participate and activate their citizenship.

Anchorage School District

Social Studies Core Themes K-6

The following themes link the entire K-6 social studies program of the Anchorage School District. These Core Themes constitute essential understandings in geography, history, and civics/government through which students can examine their life and the world. They are the core perspectives of the social studies program. These themes also provide priority areas for connecting social studies to other curriculum areas. The themes are drawn from a number of national sources and have been adopted by the Anchorage School District.

The ASD Social Studies Core Themes (K-6) are:

Geographic Themes

- Location
- Place
- Human/Environment Relationships
- Movement
- Regions

Historical Themes

- Civilization, Cultural Diffusion, and Innovation
- Values, Beliefs, Political Ideas, and Institutions
- Conflict and Cooperation
- Comparative History of Major Developments
- Social, Political, and Economic Trends and Patterns

Civics Themes

- Authority
- Diversity
- Freedom
- Justice/Fairness
- Participation
- Privacy
- Property
- Responsibility
- Economics

Geographic Themes

Location. Position on the earth's surface. Absolute and relative location are two ways of describing the positions of people and places on the earth's surface.

Place. Physical and human characteristics. All places on the earth have distinctive tangible and intangible characteristics that give them meaning and character and distinguish them from other places. Geographers generally describe places by their physical or human characteristics.

Human/Environment Relationships. Relationships within places. All places on the earth have advantages and disadvantages for human settlement. High population densities have developed on flood plains, for example, where people could take advantage of fertile soils, water resources, and opportunities for river transportation. By comparison, population densities are usually low in deserts; yet flood plains are periodically subjected to severe damage, and some desert areas, such as Israel, have been modified to support large population concentrations. *(Special note-this theme is also a historical theme)*

Movement. Humans interacting on the earth. Human beings occupy places unevenly across the face of the earth. Some live on farms or in the country; others live in towns, villages or cities. Yet these people interact with each other: that is, they travel from one place to another, they communicate with each other or they rely upon products, information, resources, and ideas that come from beyond their immediate environment.

The most visible evidence of global "intra"dependence and the interaction of places are the transportation and communication lines that link every part of the world. These demonstrate that most people interact with other places almost every day of their lives and on a larger scale, international trade demonstrates that no country is self-sufficient. Physical movement is also present in our daily lives with the wind and sea currents, weather systems, volcanic activity and earthquakes.

Regions. How they form and change. The basic unit of geographic study is the region, an area that displays unity in terms of selected criteria. Regions can show the extent of political power such as nations, states, countries, or cities, yet there are almost countless other ways to define meaningful regions depending on the problems or criteria being considered. Some regions are defined by one characteristic such as a governmental unit, a language group, economic activity, religion, or a land form type, and others by the interplay of many complex features. Regions provide a way to organize information by common characteristics.

Sources

Guidelines for Geographic Education:: Elementary and Secondary Schools The National Council for Geographic Education (NCGE) and the American Association of Geographers (AAG), 1984.

Historical Themes

Civilization, Cultural Diffusion, and Innovation. The evolution of human skills and the means of exerting power over nature and people. The rise, interaction, and decline of successive centers of such skills and power. The cultural flowering of major civilizations in the arts, literature, and thought. The role of social, religious, and political patronage of the arts and learning. The importance of the city in different eras and places.

Values, Beliefs, Political Ideas, and Institutions. The origins and spread of influential religions and ideologies. The evolution of political and social institutions, at various stages of industrial and commercial development. The interplay among ideas, material conditions, moral values, and leadership, especially in the evolution of democratic societies. The tensions between the aspirations for freedom and security, for liberty and equality, for distinction and commonalty, in human affairs.

Conflict and Cooperation. The many and various causes of war and conflict, and of approaches to peace-making, conflict resolution, mediation, and war prevention within and between societies. Relations between domestic affairs and ways of dealing with the outside world. Contrasts between international conflict and cooperation, between isolation and interdependence. The consequences of war and peace for societies and their cultures.

Comparative History of Major Developments. The characteristics of revolutionary, reactionary, and reform periods across time and place. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and centralization, human successes and failures, of wisdom and folly. Comparative elites and aristocracies; the role of family, wealth, and merit.

Social, Political, and Economic Trends and Patterns. The changing patterns of class, ethnic, racial, and gender structures and relations. Immigration, industrialization, migration, social and economic mobility. The effects of schooling. The new prominence of women, minorities, and the common people. The study of history, and their relation to political power and influential elites. The characteristics of multicultural societies; forces for unity and disunity.

Sources

Building a History Curriculum: Guidelines for Teaching History in Schools
The Bradley Commission on History in Schools, 1988.

Civics/Government Themes

Authority. Authority is power that is legitimized in society, usually by custom, law or prevailing principles of morality. Questions to explore are: How do we establish criteria for selecting people for positions of authority and for evaluating rules and laws? What are the benefits and costs of authority? What are the scope and limits of authority? Regulating social behavior, allocating resources and distributing responsibilities and privileges are among the primary functions of authority.

Diversity. Anchorage, Alaska, the United States and the world are places consisting of diverse individuals and groups. There are many factors which have contributed to this diversity. A belief in the value of individualism finds its political expression in the U.S. constitutional protection of freedom of speech and association. Americans are advocates of individualism but at the same time many Americans are made uneasy by the existence of this individualism. Hence, there is praise for the variety one finds among Americans at the same time as there are pressures for individuals to conform to certain norms. This is true whether we are talking about modes of dress, manners of speech, or the advocacy of political opinions. Most would agree that diversity is desirable, but not all think it desirable for the same reasons, and others argue that it does have certain costs.

Freedom. According to Lincoln, freedom for one person is tyranny for another. For many it means liberty or independence, exemption from the control of some other person or arbitrary power. The task of trying to clarify the meaning of freedom is essential if we are to understand and preserve it. Tyrants seldom tell people that they intend to deprive them of their freedom. Usually they proclaim themselves the true defenders of freedom. In the classroom we must try to identify the conditions which make the practice of freedom possible and discuss its costs as well as its benefits.

Justice (fairness). Issues of justice can be divided into three categories: distributive, procedural and corrective justice. Distributive justice discusses fair ways to distribute the benefits and burdens of society. Benefits are such things as being paid for work, the right to speak, or vote. Burdens are such things as taxes or household chores. Procedural justice discusses fair responses to correct wrongs and injuries. This deals with the fairness of the way information is gathered, not with what information is gathered, and the fairness of the way a decision is made, not the decision itself. Corrective justice discusses fair procedures for gathering information and making decisions. A correction may involve many different kinds of responses. Some of the most common responses involve making a person who has wronged or injured another give back something that was stolen, pay for damages, or suffer one form of punishment or another.

Participation. Democracy is government by the people: self-governance by citizens who participate in decision-making by various modes of direct influence or by choosing those who will make decisions in their name and with their consent. Citizen participation takes many forms, depending on one's inclination, power, and role. Interest group activity, the use of the petition and other techniques of persuasion in their many forms, efforts to attain positions of leadership, and the right to abstain from political involvement are all to be considered when evaluating the full range of options open to the democratic citizen when s/he decides how to "participate. Questions to explore are: Who does participate? What are some ways of participating? What are the conditions and attitudes that foster or hinder the citizen's desire to participate?

Privacy. Privacy exists when one or more persons restrict the access of one or more other persons to a certain thing or things. These objects of privacy could include communications, private facts about oneself, one's actions, one's thoughts and feelings and space or territory. What are some common ways people behave to establish or maintain privacy?

Property. An individual's relationship to their possessions has been important throughout history. From the parables to the most recent laws, society has tried to define and control the conditions of ownership. We should explore the scope and limits of various forms of ownership including cultural views of property ownership, most notably that of Native Americans.

Responsibility. The core of the theme of responsibility is the idea of accountability. This refers to the individuals' duty to do something or not to do something. Society seeks to achieve social order through the use of rules. The community relies on the individual's responsibility and capability for understanding the meaning of rules and for making choices guided by this understanding. The community also requires its members to exercise self-restraint in the pursuit of their personal goals.

Sources
Center for Civic Education

Economics. Economics is the study of how societies use scarce resources to satisfy unlimited wants. Three basic concepts in economics include: scarcity, choices, and supply and demand.

Scarcity. We do not have enough resources to produce everything that we may need or want. Our wants are unlimited, thus scarcity exists. Types of resources are:

Productive Resources. Land - natural resources found in nature such as minerals, fish, forests, water, and land itself.

Labor. The skills that human beings possess. Workers are part of the labor resource.

Capital. All of the property which people use to make the goods and services in our economy. This would include the machinery, buildings, and tools that are used to make products.

Entrepreneurs. The people who combine the land, labor and capital to make the product or service. They start new businesses in our community, invent new products, or design new ways of producing products or services.

Technology. Describes the use of science to develop new products and new methods for producing and distributing goods and services.

Choices. Resources are scarce and we can not have everything that we want so we must make choices. When we make choices, the cost of our next best alternative we give up is known as our opportunity cost. For example, if a student chooses to use their time to watch television, the opportunity cost may be the higher grade they could have received on a test if they had studied.

Supply and Demand. Supply shows the relationship between the quantity of a productive resource supplied and price. At higher prices, more will be supplied. At lower prices, less will be supplied. Demand shows the relationship between the quantity of a productive resource bought and price. At higher prices, less will be purchased. At lower prices, more will be purchased. The interaction of supply and demand determines the prices and the quantities of goods which will be in the market.

Sources

Council on Economic Education

Anchorage School District Social Studies Elementary Frameworks
Adopted May, 1994

K-1 Social Studies:

The social studies program for kindergarten and first grade students focuses upon the self, family, school, and neighborhood. The program is literature-based to support reading development while stressing important ideas in social studies including fairness, authority, responsibility, diversity, cooperation, property, privacy, participation, location, movement, and place.

In kindergarten and first grade, students will:

- Identify the characteristics of places near to them including home, school, and their neighborhood.
- Explain how fairness, authority, responsibility, diversity, freedom, and authority, are evident in their home, school, and neighborhood.
- Identify and exhibit ways of promoting cooperation and reducing conflict.
- Compare and contrast their home, school, and neighborhood with others long ago or far away.
- Demonstrate introductory map, globe, and timeline skills.
- Identify and demonstrate problem solving skills.
- Participate in a cooperative manner when interacting with others.

Grades K-1 Social Studies Adopted Materials
(Self, Home, School, Neighborhood)

- Bunting, E. (1989). *The Wednesday Surprise*. Sterling Heights, MI. Clarion Books.
- Discovery, Level 1*. Indianapolis, IN. George F. Cram Co.
- Giant Atlas of the World*. (1993) Chicago. Rand McNally Co.
- Giant Atlas of the USA*. (1993) Chicago. Rand McNally Co.
- Giant Atlas of Geography*. (1993) Chicago. Rand McNally Co.
- Gray, N. (1988). *A Country Far Away*. New York. Orchard Books.
- Hoberman, M. (1978). *A House is a House for Me*. New York. Viking Press.
- Hutchins, P. (1968). *Rosie's Walk*. New York. Aladdin Books.
- Locker, T. (1988). *Family Farm*. New York. Dial Books.
- McCully, E. (1987). *School*. New York. Harper & Row.
- Morris, A. (1989). *Bread, Bread, Bread*. New York. Mulberry Paper Back.
- Rice, E. (1987). *City Night*. New York. Greenwillow Books.
- Schwartz, A. (1988). *Annabelle Swift, Kindergartner*. New York. Orchard Books.
- Turner, A. (1990). *Through Moon and Stars and Night Skies*. New York. Harper & Row.
- Williams, V. (1982). *A Chair for My Mother*. New York. Greenwillow Books.

2nd Grade Social Studies:

The second grade social studies program uses many of the important ideas introduced in kindergarten and first grade and applies them to the study of the Municipality of Anchorage. Emphasis is placed upon the history, geography and government of Anchorage and the various communities within the Municipality.

In second grade, students will:

- Identify physical, cultural, political, and economic characteristics of Anchorage and describe how they have changed over time.
- Demonstrate and apply map, globe, and timeline skills, to the study of Anchorage.
- Identify ways in which authority justice, responsibility, participation, freedom, and diversity are evident in Anchorage.
- Work cooperatively with others and identify ways of reducing conflict.
- Identify various regions (communities) within Anchorage.

2nd Grade Social Studies Adopted Materials (Anchorage Past and Present)

**Celebrate Anchorage* student resource book, (1995) Graphic Learning Corporation.

Celebrate Anchorage Teachers Manual Binder (1995) Graphic Learning Corporation.

*Map of Municipality of Anchorage and Downtown Anchorage & Anchorage Bowl, (1995) Graphic Learning Corporation.

3rd Grade Social Studies:

The third grade social studies program uses the important ideas introduced in earlier grades and applies them to the study of Alaska. Emphasis is placed upon the history, geography and government of Alaska including study of Alaska Native history and cultures.

In the third grade, students will:

- Identify important, physical, cultural, political and economic characteristics of Alaska and describe how they have changed over time.
- Identify Alaska's Native peoples and describe cultural characteristics of the first Alaskans.
- Demonstrate and apply map, globe, and historical analysis skills to the study of Alaska.
- Identify ways in which authority, justice, responsibility, participation, freedom, diversity, privacy, and property are evident in Alaska's present and past.
- Identify various regions within Alaska and describe the physical and cultural characteristics of each.

3rd Grade Social Studies Adopted Materials (Alaska Geography and History)

**The Story of Alaska* student resource book (1995) Graphic Learning Corporation

The Story of Alaska Teachers Manual Binder (1995) Graphic Learning Corporation

*Map of Alaska, (1995) Graphic Learning Corporation

4th Grade Social Studies:

The fourth grade social studies program begins with work in geography concepts and skill development. Key civic concepts of authority, justice, privacy, and responsibility are developed during the school year. These foundations are used to provide an awareness of ancient world civilizations during the first semester. Half of the school year focuses upon exploration, contact between cultures, and colonization as the program begins the study of United States history, civics, and geography.

In fourth grade, students will:

- Identify physical, cultural, social, political, and economic characteristics of selected ancient world civilizations, during the age of exploration, and settlement of the colonies up to 1776.
- Explain cultural characteristics of Native Americans and others who immigrated or were forcibly moved to the Americas before 1776.
- Apply map, globe, graphing, timeline, and problem solving skills to historical studies.
- Compare and contrast life in selected civilizations and cultures.
- Identify examples of how the present has been impacted by the past.
- Identify important individuals and events in U.S. history up to 1776.
- Identify examples of movement, human, environment relationships, authority, justice, privacy, responsibility, participation, conflict, cooperation, freedom, property, and diversity evident in early American history.

4th Grade Social Studies Adopted Materials

(World Geography, Early Civilizations, Exploration/Encounters, Colonization)

*Bass, Herbert. 1993. *Our Country*. Morristown, NJ & Needham, MA. Silver Burdett.

Braverman, M., Croddy, M., Hirsch, E., Rosen, J., Taylor, M. *Law in a Free Society, Privacy*. Level III. Calabasas, CA. Center for Civic Education.

Geography Tutor. 1991. Marina Del Rey, CA. TMY Sales Company.

Hakim, J. 1993. *Making Thirteen Colonies*. Lexington, MA. D.C. Heath or New York, NY. Oxford University Press.

Hakim, J. 1993. *First Americans*. Lexington, MA. D.C. Heath or New York, NY. Oxford University Press.

K-6 Geography - Themes, Key Ideas, & Learning Opportunities. 1987. Skokie, IL NCGE

Law in a Free Society. Authority, Level III. Calabasas, CA. Center for Civic Education.

Our Country, Teacher Support System. (1993). Morristown, NJ & Needham, MA. Silver Burdett/Ginn.

Quigley, C. *Law in a Free Society, Justice*, Level III. Calabasas, CA. Center for Civic Education.

Sterling, M. (1992). *Explorers*. Huntington Beach, CA. Teacher Created Materials, Inc. (TCM).

5th Grade Social Studies:

The fifth grade social studies program continues the study of United States history, civics, and geography. Students investigate the time period from 1776-1900. The program focuses upon the forces of political, social, economic, and cultural unity and diversity that existed within the United States during this era.

In fifth grade, students will:

- Identify and explain physical, cultural, political, social, and economic characteristics of the United States between 1776-1900.
- Identify and explain the causes, results, and impacts of important conflicts occurring within the United States between 1776-1900, including slavery, Native Americans, the Revolution War, War of 1812, and Civil War.
- Demonstrate applications of map, globe, historical, graphing, and problem solving skills to the study of U.S. History between 1776-1900.
- Analyze and explain examples of authority, justice, privacy, participation, responsibility, property, freedom, diversity, conflict, cooperation, movement (transportation, immigrants, and of ideas) and human environment relationships, evident in U.S. History between 1776-1900.
- Identify important individuals and events in U.S. History between 1776-1900.
- Identify example of how the present has been impacted by selected events in U.S history between 1776-1900.

5th Grade Social Studies Adopted Materials (United States up to 1900)

*Bank, Byer, Contreras, Craven, Billings, McFarland, Parker. (1993). *United States and Its Neighbors*. New York. McMillan McGraw Hill.

Blaga, J., Lucas, L., Lucas, M. (1992). *Daily Oral Geography*. Evanston, IL. McDougal Littell.

Croddy, M. and McKay, S. (1977) *Law in a Free Society, Authority*, Level IV. Calabasas, CA. Center for Civic Education.

Quigley, C. *Law in a Free Society, Responsibility*, Level IV. Calabasas, CA.. Center for Civic Education.

We the People. (1992). Calabasas, CA. Center for Civic Education.

6th Grade Social Studies:

The sixth grade social studies program completes the study of United States history, civics, and geography by emphasizing the era from 1900 to the present. During the second semester, students study nations from around the world and develop projects which may be community or service based.

In sixth grade, students will:

- Identify and explain physical, cultural, political, social, and economic characteristics of the United States and selected nations from 1900 to the present.
- Identify and Explain the causes, results, key individuals, and impacts of World War I, World War II, the Depression, Korea War, Vietnam Conflict, Cold War, Civil Rights and other major conflicts of the 20th century.
- Demonstrate application of map, globe, historical, graphing, and problem solving skills to the study of 20th century history of the U.S. and selected nations.
- Analyze and explain examples of authority, justice, privacy, participation, responsibility, property, freedom, diversity, conflict/cooperation, movement, (transportation, immigrants and of ideas), and human environment relationships in the 20th century history.
- Identify important individuals and events in 20th century history.
- Research and develop a research project in social studies that includes geographic, historical, and civic dimensions. (Community participation projects are encouraged).
- Identify and demonstrate civic responsibility and participation.

6th Grade Social Studies Adopted Materials
(United States and the World: 1900 to Present)

*Bass, H. (1993). *Our Country*. Morristown, NJ & Needham, MA. Silver Burdett/Ginn.

Black, B. (1992). *America At War*. Jefferson City, MO. Scholastic Inc.

Bлга, J., Lucas, L., Lucas, M. (1992). *Daily Oral Geography, The Five Minute Workout*. Evanston, IL. McDougal, Littell & Co.

Bode, J. (1989). *New Kids In Town, Oral Histories of Immigrant Teen*. Jefferson City, MO. Scholastic Inc.

Bradley, J. (1990). *Hotspots China A New Revolution?* New York. A. Watts/Gloucester Books/Aladdin Books Ltd.

Brandt, E. (1993) *A Survey of World Culture: Russia and the Former Soviet Republic*. Circle Pines, MN. American Guidance Service.

Law in a Free Society. *Privacy*, Level IV. Calabasas, CA Center for Civic Education.

Davis, D. (1987). *A History of the U.S. since 1945*. Jefferson City, MO. Scholastic.

Fletcher, James, Stoltman. (1994). *Classroom Atlas*. Chicago. Rand McNally.

Historical Atlas of the World. (1993) Chicago. Rand McNally

Johnson, J.(1989). *Global Issues In the Intermediate Classroom, Gr. 5-8*. Boulder, CO. Social Science Education Consortium, Inc.

Jones, B. & Tinzmann, M. (1992). *Breakthrough Strategies for Thinking: Technology*. Hilliard, OH. Zaner Blaser, Inc.

Jones, B. (1992) *Breakthrough Strategies for Thinking: World Economy*. Hilliard, OH. Zaner Blaser, Inc.

Klimas, A. (1993). *A Survey of World Culture: Europe*. Circle Pines, MN. American Guidance Service.

Law in a Free Society. *Justice*, Level IV. Calabasas, CA. Center for Civic Education

Leach, R. (1991). *U.S., History, Book 4: Seeking New Directions, 1960-1990, Book 4*. Dubuque, IA Center for Learning.

Lewis, B. (1991). *Kid's Guide to Social Action: How to Solve the Social Problems You Choose - and Turn Creative Thinking Into Positive Action*. Free Spirit Publishing.

Lowery, L. (1989). *Number the Stars*. New York. Dell Yearling.

Our Country, Teacher Support System. (1993). Morristown, NJ & Needham, MA. Silver Burdett/Ginn.

Pimlott, J. (1991). *Hotspots Middle East A Background to the Conflicts*. New York. A. Watts/Gloucester Books/Aladdin Books Ltd.

Smith, J. & Sullivan, C. (1990) *A Survey of World Culture: Asia and the Middle East*. American Guidance Service

Taylor, M. (1993). *Latitudes*, Logan, IO. Perfection Learning Corp.

Taylor, M. *Roll of Thunder, Hear My Cry*. Logan, Iowa. Perfections Learning Corp.

Weekly Reader. (1993). Jefferson City, MO. Scholastic.

**Core materials with copies for each student are marked with an asterisk*

Core materials such as literature or kits for each classroom or school which are available for every classroom do not have an asterisk. The use of these materials ranges from one copy of the material or kit per classroom to classroom sets for schools.

Social Studies Curriculum Diamond

