

## CORRELATION

# THE HAWAII SOCIAL STUDIES CONTENT STANDARDS

and

# THE *EXPLORE* PROGRAMS



*The Explore programs make social studies content accessible to all students, including English language learners and students reading below grade level.*



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# HISTORY CONTENT STANDARDS AND GRADE CLUSTER BENCHMARKS

<b>CHANGE, CONTINUITY, CAUSALITY</b> Students employ chronology to understand change and/or continuity and cause and/or effect in history.	<i>Explore America, 3<sup>rd</sup> Ed.</i>	<i>Explore the Ancient World</i>	<i>Explore World History, 2<sup>nd</sup> Ed.</i>	<i>Explore the United States</i>
<b>GRADES 4-5:</b> Place people and events in chronological order to explain causal relationships between and among people and events; Identify change and continuity in historical eras. <b>GRADES 6-8:</b> Identify possible causal relationships in historical chronologies; Offer fact-based explanations for change and continuity in history. <b>GRADES 9-12:</b> Analyze cause-and-effect relationships and multiple causation of change; Explain how change occurs at varying rates during different time periods and in different regions of the world.	• • •	• • •	• • •	• • •
<b>HISTORICAL EMPATHY</b> Students learn to judge the past on its own terms and use that knowledge to understand present-day issues, problems, and decision making.				
<b>GRADES 4-5:</b> Explain how rules and values of a society determine the behavior and attitudes of its members. <b>GRADES 6-8:</b> Develop historical empathy-analyzing the past on its own terms; not judging it solely by present-day norms. <b>GRADES 9-12:</b> Apply knowledge of historical periods to assess present-day issues and decision making.	• • *	• • •	• • •	• • •
<b>HISTORICAL INQUIRY</b> Students use the tools and methods of historian to transform learning from memorizing historical data to “doing history.”				
<b>GRADES 4-5:</b> Distinguish fact from opinion. <b>GRADES 6-8:</b> Find and answer questions through historical research; Differentiate between primary and secondary sources, recognizing the potential and limitations of each. <b>GRADES 9-12:</b> Distinguish information that is relevant vs. irrelevant and essential vs. incidental to research and assess the credibility of the sources; Use appropriate evidence gathered from historical research in written, oral, visual, or dramatic presentations.	• • p	• • •	• • •	• • •
<b>HISTORICAL PERSPECTIVES AND INTERPRETATIONS</b> Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.				
<b>GRADES 4-5:</b> Explain how beliefs and education and/or the society in which a person resides shape his/her “point of view.” <b>GRADES 6-8:</b> Analyze and accept multiple perspectives and interpretations to avoid historical linearity and inevitability. <b>GRADES 9-12:</b> Assess the quality of historical interpretations based on the arguments they advance and the evidence they use.	• • *	• • •	• • •	• • •

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<b>POLITICAL SCIENCE/CIVICS CONTENT STANDARDS</b>	<i>Explore America, 3<sup>rd</sup> Ed.</i>	<i>Explore the Ancient World</i>	<i>Explore World History, 2<sup>nd</sup> Ed.</i>	<i>Explore the United States</i>
<u>Governance/Power/Authority:</u>				
<b>GRADES 4-5:</b> Identify and describe the branches of government and apply this knowledge in the classroom; Develop criteria to create and evaluate rules and laws, e.g., draft class/school rules that meet these criteria.	●	p	●	●
<b>GRADES 6-8:</b> Explain the purposes and structure of governments (local, state, national, and international) and demonstrate participation in their local government, e.g., letter writing campaign, holding election signs.	●	p	p	●
<b>GRADES 9-12:</b> Analyze how governments acquire, use, and justify power, e.g., how limited governments differ from unlimited ones.	●	●	●	●
<u>Democracy:</u>				
<b>GRADES 4-5:</b> Explain and demonstrate the values and principles of American democracy as reflected in key documents (Declaration of Independence, Constitution, Bill of Rights), speeches, and events.	●	*	p	●
<b>GRADES 6-8:</b> Analyze different interpretations of key documents across time, places, and national moods and evaluate, take, and defend a position on competing ideas.	●	●	●	●
<b>GRADES 9-12:</b> Analyze the historical development of the principles and ideals of American constitutional government and evaluate the extent to which they have been realized.	p	*	p	p
<u>Global Cooperation, Conflict, and Interdependence:</u>				
<b>GRADES 4-5:</b> Identify and evaluate how a community or region’s collective behaviors, decisions, actions, or inaction impact and interrelate with the behaviors and decisions of others.	p	p	p	p
<b>GRADES 6-8:</b> Argue the influences of America on other nations and organizations and vice versa and take and defend a position on particular interactions, both historical and contemporary.	p	*	*	p
<b>GRADES 9-12:</b> Analyze and evaluate the interconnections of local and regional issues with global challenges and how this changes over time and with technology; Explain the United States’ changing role in international policies and relations and the strength and limitations of US influence on foreign affairs.	*	*	*	*
<u>Citizenship/Participation:</u>				
<b>GRADES 4-5:</b> Demonstrate citizenship (roles, rights, and responsibilities) by engaging in civic action, e.g., proposing alternatives to conflict or inequalities and practicing ho’oponopono.	●	*	*	●
<b>GRADES 6-8:</b> Explain the significance of citizenship and participate responsibly for the common good, e.g., select and study an issue or problem and plan and implement a civic action.	●	p	p	p
<b>GRADES 9-12:</b> Debate positions on issues regarding rights and responsibilities, come to consensus on the issues, and take action to gain larger community involvement on the issues, e.g., a service-learning project; Analyze and evaluate the role that political parties play in American politics and participate in political life, e.g., contacting public officials.	●	p	p	p
<u>Political Analysis:</u>				
<b>GRADES 4-5:</b> Use the tools and methods of political scientists, including polls, analysis, and perspective taking to investigate issues or events of relevance to them, e.g., taking polls on voter issues.	p	p	p	●
<b>GRADES 6-8:</b> Explain and apply tools and methods drawn from political science to examine political issues and/or problems.	*	*	*	*
<b>GRADES 9-12:</b> Explain and apply tools and methods drawn from political science to develop and support a position on political issues.	*	*	*	*

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<b>CULTURAL ANTHROPOLOGY CONTENT STANDARDS</b>	<i>Explore America, 3<sup>rd</sup> Ed.</i>	<i>Explore the Ancient World</i>	<i>Explore World History, 2<sup>nd</sup> Ed.</i>	<i>Explore the United States</i>
<u>Cultural Systems:</u>				
<b>GRADES 4-5:</b> Explain how language, stories, music, dance, artifacts, traditions, beliefs, values, and behaviors are elements of culture and contribute to the preservation of cultures.	●	●	●	●
<b>GRADES 6-8:</b> Describe and analyze the ways in which different cultures have influenced and continue to influence families, communities, nations, and world.	●	●	●	●
<b>GRADES 9-12:</b> Describe the similarities and differences in ways cultures use rules, folkways, mores, and taboos to define individual rights and responsibilities and analyze the implications of those beliefs and actions on the larger community.	●	●	●	●
<u>Cultural Diversity and Unity:</u>				
<b>GRADES 4-5:</b> Examine and explain how individuals, groups, and nations deal with conflict, cooperation, and interdependence to become more adept at perspective taking.	●	●	●	●
<b>GRADES 6-8:</b> Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among different individuals, groups and/or nations, and suggest alternative “win-win” solutions to persistent contemporary and emerging global issues.	p	*	p	●
<b>GRADES 9-12:</b> Analyze issues of cultural assimilation and preservation from the perspective of diverse ethnic and racial groups in Hawai’i, the US, and the world and work collaboratively with individuals or groups to support and honor cultural diversity and unity (e pluribus unum).	●	p	p	●
<u>Cultural Dynamics/Change and Continuity:</u>				
<b>GRADES 4-5:</b> Give examples and explain how change in culture and cultural elements can facilitate or disrupt understanding, and analyze different ways of handling cultural differences within and across groups.	●	●	●	●
<b>GRADES 6-8:</b> Use examples of changing culture, particularly American culture, to identify and analyze ways to respond to cultural difference and problems within and across groups, e.g., stereotyping, ethics.	●	*	*	●
<b>GRADES 9-12:</b> Evaluate the impact of culture, particularly changing culture on individuals, groups, and issues in America and demonstrate an understanding of the relationships between culture, cultural change, and social conditions.	p	*	p	●
<u>Cultural Inquiry:</u>				
<b>GRADES 4-5:</b> Use the tools and methods of anthropologists to compare, analyze, and interpret patterns of behavior to make informed decisions and solutions.	p	*	●	*
<b>GRADES 6-8:</b> Use tools, theories, and methods of anthropologists to examine persistent current issues and social problems and use the data to analyze personal and collective decisions.	*	*	●	*
<b>GRADES 9-12:</b> Use the research tools, procedures, and skills of anthropologists to develop informed positions on issues.	*	*	●	*

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<b>GEOGRAPHY CONTENT STANDARDS</b>	<i>Explore America, 3<sup>rd</sup> Ed.</i>	<i>Explore the Ancient World</i>	<i>Explore World History, 2<sup>nd</sup> Ed.</i>	<i>Explore the United States</i>
<u>World in Spatial Terms:</u>				
<b>GRADES 4-5:</b> Collect, organize, and analyze data to interpret and construct geographic representations.	●	●	●	●
<b>GRADES 6-8:</b> Interpret and construct geographic representations to explain human and physical distributions and patterns.	●	p	●	●
<b>GRADES 9-12:</b> Use tools of geographers to construct, interpret, and evaluate qualitative and quantitative data.	*	*	p	p
<u>Places and Regions:</u>				
<b>GRADES 4-5:</b> Use physical and human characteristics to compare places and regions in Hawai'i, the United States, and other countries.	p	*	*	p
<b>GRADES 6-8:</b> Use physical and human characteristics to compare and analyze major world regions, countries, and cities.	*	*	p	*
<b>GRADES 9-12:</b> Use physical and human characteristics of places and regions to evaluate how regional systems are structured, connected, and change over time.	p	*	p	*
<u>Physical Systems:</u>				
<b>GRADES 4-5:</b> Explain how physical processes affect formation and distribution of climates, natural resources, and ecosystems.	p	p	p	p
<b>GRADES 6-8:</b> Analyze how Earth-Sun relationships affect Earth's physical processes, ecosystems, and distribution of global resources.	*	*	*	*
<b>GRADES 9-12:</b> Evaluate the importance of ecosystems in the environment.	*	*	*	*
<u>Human Systems:</u>				
<b>GRADES 4-5:</b> Compare and contrast how human events influence settlement patterns in Hawai'i, the United States, and other parts of the world.	p	p	p	p
<b>GRADES 6-8:</b> Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality, and urbanization affect places.	p	p	p	p
<b>GRADES 9-12:</b> Evaluate how political, social, and economic factors impact settlement, development, and territorial cooperation and conflicts.	p	p	p	p
<u>Environment and Society:</u>				
<b>GRADES 4-5:</b> Analyze the consequences of human modification of the environment in Hawai'i, the United States, and other parts of the world, and implement a plan of action to address the consequences.	p	*	*	p
<b>GRADES 6-8:</b> Analyze the distribution of natural resources, variations of physical systems, natural hazards, and positive and negative environmental impacts in different parts of the world, and engage in an environmental care-taking action/project.	*	*	p	*
<b>GRADES 9-12:</b> Evaluate the consequences of human activities on earth and implement a plan of action for the use and stewardship of local and global resources.	*	*	p	*

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<u>Limited Resources and Choice:</u>	●	●	●	●
<b>GRADES 4-5:</b> Describe a personal decision-making situation that requires a choice and identify the opportunity cost of the decision.	●	●	●	●
<b>GRADES 6-8:</b> Give examples of choice and opportunity cost for individuals, business, and government.	p	p	p	p
<b>GRADES 9-12:</b> Explain why their choices and opportunity costs are subjective and explain why they differ with individuals and society.	*	*	p	p
<u>Role and Function of Markets:</u>	*	p	p	p
<b>GRADES 4-5:</b> Interpret demand and supply schedules to determine the market price for a product.	p	*	●	p
<b>GRADES 6-8:</b> Explain how the price of a good or service and cause a shortage or surplus.	p	*	●	p
<b>GRADES 9-12:</b> Compare market structures, their barriers for entry, and how they promote market efficiency and lower prices; Explain how incentives (profit, interest rates, subsidies, etc.) affect individual, businesses, labor, and government.	*	*	p	*
<u>Economic Interdependence:</u>	p	p	p	p
<b>GRADES 4-5:</b> Describe the interdependence between households and business.	p	p	p	p
<b>GRADES 6-8:</b> Describe and give examples of the economic interdependence among countries around the world.	*	*	●	p
<b>GRADES 9-12:</b> Analyze how the distribution of the world's resources, political stability, and national efforts encourage or discourage trade and the flow of investment patterns.	*	*	p	p
<u>Role of Government:</u>	●	●	●	●
<b>GRADES 4-5:</b> Explain that governments raise money by taxing citizens to pay for goods and services it provides.	●	●	●	●
<b>GRADES 6-8:</b> Explain the opportunity cost of the government providing public goods and services.	*	●	●	●
<b>GRADES 9-12:</b> Explain economic roles of the government such as providing public goods and services, redistributing of income, encouraging employment, and sustaining reasonable rates of economic growth; Analyze the functions of the Federal Reserve System and the government role to set policy and how these policies influence the economy.	*	*	p	p
<u>Economic Analysis:</u>	*	*	*	*
<b>GRADES 4-5:</b> Use ratio percentages to explain relevant economic ideas.	*	*	*	*
<b>GRADES 6-8:</b> Use economic data to compare quality of life in various areas of the world	*	*	*	*
<b>GRADES 9-12:</b> Interpret information from indices, averages, and distributions around the average to analyze economic changes and their impact on nations.	*	*	*	*

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