

## ELL Newcomers Social Studies - Grades 3-6

**Description** Elementary students in grades 3-6 will develop beginning English listening, speaking, reading and writing skills related to social studies.

**Prerequisites** English Language Level 1-2  
**Textbooks/Resources**

**Required Assessments** ACCESS

**Board Approved** July, 2005

**Revised**

### AASD Social Studies Goals for K-12 Students

*The ELL Bilingual Education program will enable students to:*

- *Develop a chronological sense of time, continuity and change an awareness of geographic place.*
- *Recognize that history and culture influence a society.*
- *Develop an awareness of current affairs.*
- *Recognize facts and vocabulary pertinent to the grade and/or discipline.*
- *Discern cause and effect relationships.*
- *Analyze and evaluate information/data.*
- *Interpret visually-oriented content.*
- *Recognize the rights and responsibilities of individuals and of society.*
- *Understand reasons for conflicting ideas and develop possible resolutions.*
- *Adopt a wider perspective.*

**AASD Social Studies Standards for Students in Grades 3-6**

- I. Geography
  - Students in the Appleton Area School District will learn about geography through the study of the relationships among people, places and environment:
    - . Location, place and regions
    - . Movement
    - . Human-Environment Interaction
    - . Process-Investigation
  
- II. History
  - Students in the Appleton Area School District will learn about the history of Wisconsin, the United States and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships and analyze issues that affect the present and the future:
    - . Time, continuity and change in U.S. history.
    - . U.S. cultures and cultural diversity
    - . People, places and events in U.S. history.
    - . Process and investigation
  
- III. Political Science and Citizenship
  - Students in the Appleton Area School District will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance:
    - . World affairs.
    - . Basic concepts/purposes of government.
    - . American ideals and citizenship.
    - . Government structures and processes.
  
- IV. Economics
  - Students in the Appleton Area School District will learn about production, distribution, exchange and consumption so that they can make informed economic decisions:
    - . Production, distribution, consumption and exchange.
    - . Science, technology, society and government.
    - . Global connections.
    - . Process, investigation and decision making.
  
- V. Behavioral Sciences
  - Students in the Appleton Area School District will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the discipline of psychology, and the discipline of anthropology:
    - . Human origins and cultural development.
    - . Individual human behavior.
    - . Interactions between and among individuals, groups and institutions.
    - . Cultural diversity.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Listening</b>	<ul style="list-style-type: none"> <li>identify prehistoric animals or tools from pictures and oral statements (e.g., “This animal looked like a horse.”)</li> </ul>	<ul style="list-style-type: none"> <li>identify prehistoric animals or tools from pictures and oral descriptions (e.g., “This animal was taller than a 5 story building.”)</li> </ul>	<ul style="list-style-type: none"> <li>match pictures of prehistoric animals or tools and their environments with oral scenarios</li> </ul>	<ul style="list-style-type: none"> <li>re-enact the lives of prehistoric animals or events surrounding the creation or use of tools based on videos or movies</li> </ul>	<ul style="list-style-type: none"> <li>interpret the work of paleontologists and anthropologists through oral readings, videos, or movies</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>locate and show places on maps by pointing (e.g., “Here is Delaware.”)</li> </ul>	<ul style="list-style-type: none"> <li>describe locations of places on maps (e.g., “Wisconsin is between Minnesota and Michigan.”)</li> </ul>	<ul style="list-style-type: none"> <li>share locations of places on maps with partners (such as two-way tasks where each student has a map with half of the locations indicated)</li> </ul>	<ul style="list-style-type: none"> <li>give directions from place to place on maps using sequential language (e.g., “First, next, finally.”)</li> </ul>	<ul style="list-style-type: none"> <li>give explanations for places on maps (e.g., “I know it’s the capital because there is a star.”)</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>trace immigration or migration routes on globes or maps</li> </ul>	<ul style="list-style-type: none"> <li>compare immigration or migration routes based on globes or maps (e.g., “Asia is farther from the U.S. than Mexico.”)</li> </ul>	<ul style="list-style-type: none"> <li>organize information about students’ home cultures or immigration patterns through investigation (using graphic support)</li> </ul>	<ul style="list-style-type: none"> <li>compare information about students’ home cultures and the U.S. through investigation (on the Internet or in newspapers, libraries)</li> </ul>	<ul style="list-style-type: none"> <li>identify reasons and explanations for immigration or migration based on grade level multicultural stories</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>reproduce historical highlights from timelines or visually supported newspaper headlines</li> </ul>	<ul style="list-style-type: none"> <li>produce entries for historical journals from timelines or visually supported newspaper headlines</li> </ul>	<ul style="list-style-type: none"> <li>maintain historical journals in chronological order based on timelines or newspaper headlines</li> </ul>	<ul style="list-style-type: none"> <li>produce reports from historical journals (using technology)</li> </ul>	<ul style="list-style-type: none"> <li>produce historical documentaries from multiple sources (using technology)</li> </ul>

**ELP Standards – WIDA (Classroom)**

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Listening</b>	<ul style="list-style-type: none"> <li>identify information from oral statements supported visually such as points on timelines or other visual aids</li> </ul>	<ul style="list-style-type: none"> <li>arrange information on timelines, graphs, charts, maps or other visual aids according to oral directions</li> </ul>	<ul style="list-style-type: none"> <li>order or sequence information on timelines, graphs, charts, maps or other visual aids from oral directions</li> </ul>	<ul style="list-style-type: none"> <li>interpret information on timelines, graphs, charts, maps or other visual aids from oral directions</li> </ul>	<ul style="list-style-type: none"> <li>draw conclusions from information on timelines, graphs, charts, maps or other visual aids read aloud</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>name and relate information about personal heroes, leaders, or important figures depicted in illustrations</li> <li>state daily personal needs</li> </ul>	<ul style="list-style-type: none"> <li>give examples of what people do to become heroes, leaders, or important figures</li> <li>describe how personal needs are met (e.g., “When I was little I... Now I...”)</li> </ul>	<ul style="list-style-type: none"> <li>state reasons for choice of personal heroes, leaders, or important figures</li> <li>discuss how personal needs change over time</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast personal heroes, leaders, or important figures to others in history</li> <li>predict consequences of personal needs not met</li> </ul>	<ul style="list-style-type: none"> <li>give examples and explanations of heroism or leadership</li> <li>evaluate the importance of personal needs</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>match examples of historical events, innovations, or people from history, geography, economics or government with illustrations and labels</li> </ul>	<ul style="list-style-type: none"> <li>identify features, people, systems or events from history, geography, economics or government depicted in illustrations and phrases</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast different time periods, innovations, or people from history, geography, economics or government using graphic organizers and written descriptions</li> </ul>	<ul style="list-style-type: none"> <li>interpret the effects of geography, economics, government/political systems and/or historical events on people’s lives during different time periods from <b>social studies</b> text</li> </ul>	<ul style="list-style-type: none"> <li>project and predict ways in which people will live and innovations of the future from grade level <b>social studies</b> text based on geographic, economic, political, or historical facts and influences</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>draw and label features of your community or region (such as location, people, places, or resources)</li> </ul>	<ul style="list-style-type: none"> <li>describe your community or region (such as location, people, places, resources, or history)</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast your community or region with another one (in relation to location, people, places, resources, history, or government)</li> </ul>	<ul style="list-style-type: none"> <li>describe your community in relation to its state or region (regarding location, people, places, resources, history, or government)</li> </ul>	<ul style="list-style-type: none"> <li>analyze what your community or region has and discuss what it needs (regarding location, people, places, resources, history, or government)</li> </ul>

**ELP Standards – WIDA (Large Scale)**

**A. GEOGRAPHY**

<b>Course Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<p><b>1. Recognize important points on world and local maps.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>. identifies cardinal directions: north, south, east, and west.</li> <li>. identifies intermediate directions: northeast, northwest, southeast, southwest.</li> <li>. identifies the north and south poles on a globe.</li> <li>. identifies lines of latitude and longitude.</li> <li>. creates and uses map scales.</li> <li>. identifies and uses map symbols from a legend.</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Worksheets</li> <li>• Student Created Maps</li> </ul>
<p><b>2. Locate physical features on a map or globe.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>. identifies and names specific countries, continents, and bodies of water.</li> <li>. distinguishes and names landforms (Highlands, mountains, forests, deserts, peninsulas, islands, gulfs, straits, etc.)</li> <li>. draws a world map.</li> <li>. recognizes points of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Visuals (Maps, Globes, Etc.)</li> <li>• Manipulatives &amp; Models</li> <li>• Student Created Maps</li> </ul>
<p><b>3. Discuss how different environments affect the way people live.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>. compares and contrasts different environments.</li> <li>. classifies different shelters according to geographic locations.</li> <li>. discusses how the environment affects the people who live in it.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Journals</li> <li>• Models</li> </ul>

<p><b>4. Use maps, atlases, charts, and graphs to locate and gather information about cities and states, both locally and worldwide.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>. locates on a map the city, state, and country in which he/she lives.</li> <li>. locates his/her country of origin.</li> <li>. charts/diagrams information (I.e. Population, landforms, weather, resources, etc.) about different states and regions in the US and worldwide.</li> <li>. reports information gathered through oral and/or written presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulatives &amp; Models</li> <li>• Visuals</li> <li>• Presentations</li> </ul>
<p><b>5. Identify and distinguish different kinds of weather.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>. identifies different types of weather.</li> <li>. matches appropriate clothing with different weather patterns.</li> <li>. identifies the four seasons and the weather associated with each of them.</li> <li>. identifies how seasons, recreation, dress, lifestyle, and occupation affect a community.</li> <li>. identifies and distinguishes between predictable and unpredictable environmental changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Weather Bear</li> <li>• Worksheets</li> <li>• Charts</li> <li>• Murals</li> <li>• Realia</li> <li>• Calendar</li> <li>• Journals</li> </ul>
<p><b>6. Identify connections between the local community and other places in Wisconsin, the United States, and the world.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>. identifies connections that exist between different places in Wisconsin, different parts of the United States, and the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Journals</li> <li>• Graphic Organizers</li> <li>• Travel Brochures</li> <li>• Posters</li> </ul>
<p><b>Above objectives aligned with AASD Standard:</b> Social Studies: Geography</p>		

**B. HISTORY: TIME, CONTINUITY, AND CHANGE**

<b>Course Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<p><b>1. Use a timeline to select, organize, and sequence information.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>. identifies major events in his/her personal life.</li> <li>. uses a timeline to sequence these events.</li> <li>. uses a timeline to sequence important world, state, and local events.</li> <li>. share timelines with fellow classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Timelines</li> <li>• Calendars</li> <li>• Presentations</li> </ul>
<p><b>2. Examine the lives of extraordinary people, and explain their relationship to significant historical events.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>. identifies extraordinary people (such as Martin Luther King, Jr. and the president).</li> <li>. identifies the contributions of these extraordinary people (such as equal rights, democracy, etc.)</li> <li>. utilizes different primary sources (such as biographies, diaries, historical newspapers) to locate information about the lives of extraordinary people.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Drawings</li> <li>• Matching activities</li> <li>• Reading Logs</li> <li>• Roleplay</li> <li>• Reports</li> </ul>
<p><b>3. Compare and contrast how different cultures have affected contemporary life.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>. makes a list of familiar cultural groups.</li> <li>. selects a cultural group and describes its influence on change in the local community over recent years.</li> <li>. discusses the changes in the economic and social status of women over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Drawings</li> <li>• Reading Logs</li> <li>• Presentations</li> </ul>
<p><b>4. Describe the meaning of important political values such as freedom, democracy, and justice.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>. cites important values of freedom, democracy, and justice.</li> <li>. explains what freedom, democracy, and justice mean for the student, his/her family, the local community, and the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Drawings</li> <li>• Roleplay</li> </ul>
<p><b>5. Explain the significance of national and state holidays, and symbols</b></p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> <li>. identifies major holidays and their significance.</li> <li>. knows the importance of national and state symbols.</li> <li>. identifies and tells about a state or national holiday similar to a holiday in the student’s culture (e.g. Compare different New Year and Independence Day celebrations).</li> <li>d. recites the Pledge of Allegiance.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Drawings</li> <li>• Presentations</li> <li>• Shared Readings</li> </ul>

<p><b>6. Know of the existence of Native American Indians in Wisconsin.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>. identifies the contributions of Native Americans.</li> <li>. compares and contrasts the lifestyles of American Indian tribes with student’s own culture.</li> <li>. identifies Native American tribes living in Wisconsin.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Drawings</li> <li>• Presentations</li> <li>• Maps</li> </ul>
<p><b>Above objectives aligned with AASD Standard:</b>                  Social Studies: History: Time, Continuity, &amp; Change</p>		



**C. POLITICAL SCIENCE AND CITIZENSHIP**

<b>Course Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<p><b>1. Identify and contrast the responsibilities of individuals in the family, of peers, and of the community.</b></p>	<p><b>Performance will be satisfactory when the student:</b>                      f. describes the responsibilities of various individuals.                      f. compares and contrasts the responsibilities of various individuals.</p>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Charts</li> <li>• Illustrations</li> </ul>
<p><b>2. Discuss how families, schools, and communities create rules and consequences.</b></p>	<p><b>Performance will be satisfactory when the student:</b>                      bbb. lists various classroom, family, and community rules and discuss reasons for them.                      bbb. creates a set of classroom rules.                      bbb. lists consequences for behaviors.                      bbb. participates in role-playing situations involving rules and consequences.</p>	<ul style="list-style-type: none"> <li>• Visuals</li> <li>• Journals</li> <li>• TPR</li> <li>• Observations</li> <li>• Role Plays</li> </ul>
<p><b>3. Discuss different viewpoints about school and local issues and develop solutions.</b></p>	<p><b>Performance will be satisfactory when the student:</b>                      . identifies a school and/or local problem and develop possible solutions.                      . analyzes the issue from different viewpoints.</p>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Graphic Organizers</li> <li>• Role Plays</li> <li>• Journals</li> <li>• Illustrations</li> </ul>
<p><b>4. Discuss how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well being of the community.</b></p>	<p><b>Performance will be satisfactory when the student:</b>                      . identifies and explains the forms of civic action (I.e. Classroom elections, school rule petitions, persuasive speaking).</p>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Graphic Organizers</li> <li>• Role Plays</li> <li>• Presentations</li> </ul>
<p><b>Above objectives aligned with AASD Standard:</b>                      Social Studies: Political Science &amp; Citizenship</p>		

**D. ECONOMICS**

<b>Course Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<p><b>1. Describe and explain the role of money, banking, and saving in everyday life.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>d. identifies the usage of money, banking, and saving.</li> <li>d. identifies and prioritizes needs and wants, and the value of each.</li> <li>d. identifies what to spend money on, and when to spend it.</li> <li>d. discusses the long terms effects of spending and saving behaviors.</li> <li>d. discusses how a family household earns money and how it is spent.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Store</li> <li>• Manipulatives</li> <li>• Journals</li> <li>• Lists</li> </ul>
<p><b>2. Discuss the importance of buying, selling, deciding what to recycle and how much to contribute to people in need.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>. lists reasons to buy and sell personal property.</li> <li>. creates a product to be sold in the classroom and how to use the money earned.</li> <li>. lists and sorts recyclable items into appropriate categories.</li> <li>. develops a personal budget.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Store</li> <li>• Student Projects</li> <li>• Manipulatives</li> <li>• Graphic Organizers</li> <li>• Journals</li> <li>• Student Budgets</li> </ul>
<p><b>3. Identify local goods and services that are part of the global economy and explain their use in Wisconsin.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>c. lists (orally, with pictures, maps, or charts, or in simple writing) products and services Wisconsin economically exchanges on the global market).</li> <li>c. describes the use of the products and services of Wisconsin.</li> <li>c. identifies the special skills needed to produce local goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>• Realia</li> <li>• Student Projects</li> <li>• Collage</li> <li>• Graphic Organizers</li> <li>• Journals</li> <li>• Worksheets (Matching)</li> <li>• Field Trips</li> </ul>

<p><b>4. Identify and explain basic economic concepts: supply, demand, production, exchange, consumption, labor, wages, and public and private goods and services.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>. identifies and explains each of the terms listed in the objective.</li> <li>. conducts classroom research and experiments to explore the basic economic concepts (Classroom Store)</li> </ul>	<ul style="list-style-type: none"> <li>• Field Trips</li> <li>• Class Store</li> <li>• Graphic Organizers</li> <li>• Student Experiments</li> <li>• Student Research</li> <li>• Student Presentations</li> </ul>
<p><b>Above objectives aligned with AASD Standard:</b> Social Studies: Economics</p>		

**E. BEHAVIORAL SCIENCE**

<b>Course Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<p><b>1. Discuss the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. discusses their background knowledge on different knowledge.</li> <li>b. completes a classroom incentive program, identifying extrinsic motivators.</li> <li>c. completes a KWL on given topics.</li> <li>d. explores personal interests through surveys, discussions, and student-created books (e.g. "All About Me")</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers (Charts, Timelines, etc.)</li> <li>• Self Assessments</li> <li>• Presentations</li> <li>• Student Created Books</li> <li>• Incentive Programs</li> </ul>
<p><b>2. Discuss important role models in the students' lives.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. discusses characteristic of important role models in their lives. (e.g. family and community members, teachers, etc.)</li> <li>b. identifies connections between the role models' characteristics and their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Role Plays</li> <li>• Journaling</li> <li>• Graphic Organizers</li> <li>• Self Assessment</li> </ul>
<p><b>3. Describe how families and their cultures are alike and different.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies family similarities and differences (e.g. Size, hobbies, culture, celebrations, where families live, and how the families make a living).</li> <li>b. compares the likes and dislikes of different age groups within a family.</li> <li>c. lists examples of the various ways cultures have influenced life in the United States.</li> <li>d. shares stories, folk tales, music, etc. from their culture and discuss their importance.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Role Plays</li> <li>• Journaling</li> <li>• Graphic Organizers</li> <li>• Student Created Books</li> <li>• Presentations</li> </ul>
<p><b>4. Give examples of group and institutional influences such as laws, rules, media, and peer pressure on people, events, and cultures.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies examples of group and institutional influences.</li> <li>b. explains the rationale for school and community laws.</li> <li>c. explains how these influences (e.g. laws, peer pressure, etc.) affect the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Role Plays</li> <li>• Journaling</li> <li>• Graphic Organizers</li> <li>• Interviews</li> </ul>

<p><b>5. Give examples to show how the media may influence the behavior and decision-making of individuals and groups.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. compares and contrasts different TV programs.</li> <li>d. discusses media propaganda and its effect on consumers.</li> <li>d. chooses a product and designs a commercial to sell the product.</li> <li>d. identifies and explains examples of bias, prejudice, and stereotyping found in media.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Surveys</li> <li>• Role Plays</li> <li>• Graphic Organizers</li> <li>• Student Commercials</li> </ul>
<p><b>Above objectives aligned with AASD Standard:</b> Social Studies: Behavioral Science</p>		