

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES



Kindergarten

STANDARD 1 CULTURE - Themes: cultural systems; cultural diversity and unity; cultural change and continuity; cultural heritage; cultural inquires

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Kindergarten students will be able to:</p> <p>K1.1 Know about self and place in own family.</p> <p>K1.2 Know about family and role of family members.</p> <p>K1.3 Understand the cultural values of sharing and team work.</p> <p>K1.4 Practice their traditional responsibilities</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>K.1.1 Draw picture of self and family; write own name and family members</p> <p>K.1.2 Identify nuclear family and extended family and describe their roles.</p> <p>K.1.3 Demonstrate values of sharing and team work in class work and in playing games e.g. <i>Lijjikin</i></p> <p>K.1.4 Participate in cleaning and beautifying activities in the school.</p>	<p>Picture cards, parents and teacher</p>

STANDARD 2 HISTORY - Themes: change continuity and causality; historical empathy; historical inquiry, historical perspectives and interpretations; historical framework.

<p>By the end of Kindergarten students will be able to:</p> <p>K2.1 Identify and describe changes in oneself and family.</p> <p>K2.2. Understand significant historical events and observances in Marshallese history.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>K2.1 Collect photos, etc., to show and demonstrate physical differences in oneself at different ages.</p> <p>K2.2 Explain why Marshallese celebrates significant events and observance (e.g. <i>Kom̄moolol</i> Day, President's Day, <i>Manit Day</i> , Christmas, Nuclear Victims Day, Constitution Day and Fishermen's Day.</p>	
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REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Kindergarten



STANDARD 3 GEOGRAPHY - Themes: world in spatial terms; places and regions; physical system; human system; environment and society

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of kindergarten students will be able to:</p> <p>K.3.1 Understand purposes and differences between maps and globes</p> <p>K.3.2 Understand directional words in Marshallese and English</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>K.3.1 Identify and describe purposes of map and globe</p> <p>K.3.2 Demonstrate understanding of words as <i>lik, ar, eañ, reear, rilik, kapilōñ</i> etc.</p>	<p>Map and globe</p>

STANDARD 4 CIVICS AND GOVERNMENT- Themes: government, power, authority, democracy, global cooperation/ conflict; Interdependence, citizenship and participation; political analysis

<p>By the end of kindergarten students will be able to:</p> <p>K.4.1 Demonstrate understanding of group decision-making.</p> <p>K.4.2 Identify rules and apply in different settings and the results from complying or not complying with these rules.</p> <p>K.4.3 Describe his or her rights and demonstrate responsibilities of self in classroom and school settings.</p> <p>K.4.4 Demonstrate ways to improve the quality of life in own school.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>K.4.1 Participate in making classroom rules and regulations.</p> <p>K.4.2 Describe rules for classroom, school, library and home and describe the results from complying or not complying with these rules.</p> <p>K.4.3 Practice good citizenship in various environments, such as taking personal responsibility, respecting others property, taking turns, sharing and performing classroom chores.</p> <p>K.4.4 Engage in actions in the classroom and school that improves school life (contributes positively to classroom discussion, cleans up litter in and outside.</p>	
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REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Kindergarten



STANDARD 5 ECONOMICS - Themes: scarcity and choice; role and functions of markets; economic interdependence; role of government; economic analysis.

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of kindergarten students will be able to:</p> <p>K5.1 Understand the differences between needs and wants</p> <p>K5.2 Understand names of local resources and where they can be found</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>K.5.1 List examples of needs and wants. Explain why they are so</p> <p>K.5.2 a) Identify and learn names of selected plant and marine life (<i>mā, ni, bōb, ek mejānwōd</i>)</p> <p>K.5.2 b) Name parts of selected plant resource like <i>ni, mā and bōb</i></p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 1



STANDARD 2 HISTORY - Themes: change continuity and causality; historical empathy; historical inquiry, historical perspectives and interpretations; historical framework.

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of first grade students will be able to:</p> <p>H1.1 Describe important events in family history</p> <p>H1.2 Explain the concepts of time and change</p> <p>H1.3 Recognize some ways in which he/she has changes physically since birth and identify these changes</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>H1.1 Make a timeline of events and illustrate the most important events in their family.</p> <p>H1.2 Draw a pictures to show their family in the past (last week, last year, when they were babies) using word that show time and change (<i>etto im etto, inne, raankoļok, kiiō, iiō eo ļok, ilju im jeklaj</i> etc.)</p> <p>H1.3 Show picture of themselves that describe how they have changes (height, weight, length of hair, favorite things, things they can do no, feeling when you are happy, and when you are sad.</p>	

STANDARD 3 GEOGRAPHY - Themes: world in spatial terms; places and regions; physical system; human system; environment and society

<p>G1.1 Explain locations and directional words in Marshallese.</p>	<p>G1.1a) Draw and create a picture mapy of their school campus that describes the locations and direction in Marshallese words (<i>eñ, enreeaar, rak, rōk</i>)</p> <p>b) Follow direction showing understanding of these directional words (<i>tulik, epakeļok, likin, jabaar, jablikin, tuien, turōk, and tureeaar.</i>)</p>	
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REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 1



STANDARD 4 CIVICS AND GOVERNMENT- Themes: government, power, authority, democracy, global cooperation/ conflict; Interdependence, citizenship and participation; political analysis

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of first grade students will be able to:</p> <p>CG1.1 Identify important class rules and why they are important</p> <p>CG1.2 Explain and demonstrate the concept of cooperation and conflict at the family level.</p> <p>CG1.3 Describe his or here rights and demonstrate responsibilities of self in classroom, school and community settings.</p> <p>CG1.4 Demonstrate ways to improve quality of life in school and community</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>CG1.1a) Make a booklet of important classroom rules to follow.</p> <p>CG1.1b) Demonstrate how to respect these rules so every-one learn.</p> <p>cCG1.1c) Describe and explain how classroom and school rules are enforced.</p> <p>CG1.2.1a) Identify rules that help family members live and work together.</p> <p>b) Tell who makes family rules and how rules are enforced.</p> <p>CG1.3.1 Practice good citizenship in various environment such as taking personal responsibility for cleanin class-rooms, respecting school property, contribute to school and community functions/services.</p> <p>CG1.4.1 Engage in action in the school and community that improves the quality of school and community life (school and community clean up, community food drive, etc.)</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 1



STANDARD 5 ECONOMICS - Themes: scarcity and choice; role and functions of markets; economic interdependence; role of government; economic analysis.

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of first grade students will be able to:</p> <p>E1.1 Understand concept of resources around his/her home and in school and how to care for them</p> <p>E1.2 Describe solidarity and interdependence in the family.</p> <p>E1.3 Differentiate between buyers (parents and teachers) and sellers (storeowners or producers).</p> <p>E1.4 Explain people’s basic needs and how they fulfill them</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>CG1.1 a) Identify and describe resources that are in school and at home (tree, plants, and other living things) and show how these resources are used and cared for.</p> <p>CG1.1b) Create a chart to show how the school resources are different from resources used at home.</p> <p>E1.2.Show and describe the Marshallese value of sharing and tell how family members share their wealth with everyone in the family (knowledge, skills, resources etc.).</p> <p>E1.3.1 Compare a buyer and a seller</p> <p>E1.4.1 Explain basic needs that everyone shares such as food, water or shelter and describe ways people fulfill these needs now and in the past.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 2



STANDARD 1 CULTURE - Themes: cultural systems; cultural diversity and unity; cultural change and continuity; cultural heritage; cultural inquires

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of second grade students will be able to:</p> <p>C2.1 Understand social groupings in Marshallese culture, such as a clan or <i>jowi</i> and how one inherits his her/clan</p> <p>C2.2 Explain how and why people from different cultures observe different cultural practices.</p> <p>C2.3 Demonstrate understanding and simple skills in weaving and gardening (weaving <i>enra</i> or <i>jali</i> and container gardening.</p> <p>C2.4 Understand special community or village cultural events and their significance</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>C2.1 a) Identify student's <i>jowi</i> (clan) and how a person becomes a member of his/her <i>jowi</i></p> <p>C2.1b) Identify parent's <i>jowi</i></p> <p>C2.1c) Identify people who have similar <i>jowi</i> as their mother's and father's and explain functions of <i>jowi</i>.</p> <p>C2.2.1 The student describes how and why people from different culture observe different cultural practices (games they play, songs they sing; traditional practices, food they eat and clothing they wear; symbols they have).</p> <p>C2.3.1 Able to weave simple crafts like <i>enra</i> or <i>jali</i> and containers and explain their purposes.</p> <p>C2.4 a) Take part in celebrating different cultural and community events.</p> <p>C2.4b) Explain purpose of <i>Alele</i> celebration, <i>keemem</i>, Christmas, and funeral and tell by they are important events in our culture.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 2



STANDARD 2 HISTORY - Themes: change continuity and causality; historical empathy; historical inquiry, historical perspectives and interpretations; historical framework.

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of second grade students will be able to:</p> <p>H2.1 Describe important historical events in family and school.</p> <p>H2.2 Understand changes in self and family members (new family members, death etc.).</p> <p>H2.3 Retell local legends and explain what they mean then and now.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>H2.1a) orally tell a story about important historical events in school and in the family.</p> <p>H2.1b) explain how school or family celebrate important events.</p> <p>H2.2.1 Name and show picture of family and describe how it has changed overtime. E.g. since they were born (new member in the family, death, people in the community who have left the islands, place where they live, etc.).</p> <p>H2.3.1 Interpret selected legends, what they mean then and now. E.g. the story of <i>Leñtañir</i> and her 12 sons to illustrate the significance of the story in the Marshallese culture.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 2



STANDARD 3 GEOGRAPHY - Themes: world in spatial terms; places and regions; physical system; human system; environment and society

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of second grade students will be able to:</p> <p>G2.1 Describe formation of atolls and islands.</p> <p>G2.2 Describer wind directions in Marshallese.</p> <p>G2.3 Demonstrate the ability to locate village on a map</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>G2.1 Make a clay model to illustrate the formation of an atoll/island.</p> <p>G2.2. Use Marshallese words to describe win direction (<i>joklā, tiltil keeañ, kutak, itak kipilōñ, itok reeaar</i>, to describe wind direction</p> <p>G2.3. Read simple map of their community/village using symbols, direction and location.</p>	

STANDARD 4 CIVICS AND GOVERNMENT- Themes: government, power, authority, democracy, global cooperation/ conflict; Interdependence, citizenship and participation; political analysis

<p>CG2.1 Describe example of rules and agreements in groups such as the family and school.</p> <p>CG2.2 Identify conflict resolution in the village and roles of policemen and traditional leaders in keeping peace.</p> <p>CG2.3 Explain the values of <i>jerbal ippān doon</i> ir cooperation in a family, school, village or community</p>	<p>SG2.1a) Make a picture poster that show classrooms rules.</p> <p>SG2.1b) Identify family /school rules that contribute to help family members respect each other, live and work together.</p> <p>SG1.1c) Tell who made the family /school rules and how these rules and laws apply to everyone and how they are enforced.</p> <p>CG2.2. Explain why people govern themselves. Interview policemen/policewomen or traditional leaders about their jobs and what they do to keep peace in community.</p> <p>CG2.3. Draw a picture of people working together making copra, <i>bwiro</i>, building hut houses and explain how <i>jerbal ippān doon</i> is important in our culture.</p>	
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REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 2



STANDARD 5 ECONOMICS - Themes: scarcity and choice; role and functions of markets; economic interdependence; role of government; economic analysis.

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of second grade students will be able to:</p> <p>E2.1 Identify resources in the village and how to care for them.</p> <p>E2.2 Demonstrate how respect is shown for community leaders and elders.</p> <p>E2.3 Describe interdependence in a village context.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>E2.1. Name and draw pictures of resources (land, water, food, boat, money, etc.) and tell how people in the village use and take care of these resources</p> <p>E2.2 Describe different ways of showing respect to our community leaders (<i>Irooj, alap</i>, elders, council men/ women, teachers, church leaders, government leaders etc.).</p> <p>E2.3. Draw and illustrate different kinds of events people in the village get together to <i>kumit</i>, work, celebrate, fish, cook food, make copra, make <i>bwiro, keemem</i>, and explain the important meaning of <i>kumit</i> in our culture.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 3



STANDARD 1 CULTURE - Themes: cultural systems; cultural diversity and unity; cultural change and continuity; cultural heritage; cultural inquires

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of third grade students will be able to:</p> <p>C3.1 Understand cultural significance of lineage or <i>bwij</i></p> <p>C3.2 Value families, how they work together and, help each other contribute to the welfare of everyone.</p> <p>C3.3 Acquire and pass on cultural traditions through oral and written history.</p> <p>C3.4 Understand and practice responsible citizenship.</p> <p>C3.5 Demonstrate appropriate weaving and fishing skills.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>C3.1 Make a chart (<i>menmenbwij</i>) that show the organization of a <i>bwij</i> and name people in that chart and explain how it is important in our culture</p> <p>C3.2 Explain how social groups in Marshallese societies such as extended families or <i>nukin eo</i>, <i>jowi</i>, and <i>bwij</i>, support and depend on each other. Explain proverbs: <i>Kajoor wōt wōr</i>; <i>Enra bwe jen lale rārā</i>.</p> <p>C3.3 Recite selected legends or <i>Inoñ</i> and explain orally and in writing what they teach</p> <p>C3.4 Participate in school recycling projects or activities</p> <p>C3.5 Weave simple <i>banonoor</i> boys learn how to make different lures or baits for fishing.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 3



STANDARD 2 HISTORY - Themes: change continuity and causality; historical empathy; historical inquiry, historical perspectives and interpretations; historical framework.

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of second grade students will be able to:</p> <p>H3.1 Identify important historical events on student’s home islands and changes that have taken place.</p> <p>H3.3 Identify soles and impact of historical characters on island history.</p> <p>H3.3 Demonstrate understanding of selected legends and explain historical and cultural values they convey (e.g. <i>Inedel</i> and <i>jebro</i>) and origin of stories.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>H3.1a) Make a time line of important historical events on their island and explain if there have been changes or no changes made at all.</p> <p>H3.1b) Make a wall story, role play, sing or orally share songs about important historical events.</p> <p>H3.2 Identify historical characters from home island and contributions to islands.</p> <p>H3.3 Demonstrate knowledge of selected legends and their role in Marshallese history in a rol play about the story of <i>Inedel</i> and <i>jebro</i>.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 3



STANDARD 3 GEOGRAPHY - Themes: world in spatial terms; places and regions; physical system; human system; environment and society.

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of second grade students will be able to:</p> <p>G3.1 Learn simple map skills such as locating home island on a map</p> <p>G3.2 Identify islands resources, e..g. food skills, <i>koklal</i> and legends associated with home island and other islands in home region of the RMI.</p> <p>G3.3 Identify distinctive skills that people of home island are known for; identify skills and resources from neighboring islands.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>G3.1 Read a simple map of the Marshal Islands using symbols, direction and locate own home island on the map.</p> <p>G3.2a) Identify physical features of their island, draw a map of the island to show symbols of physical features-trees, houses, reef, lagoon beach, and location of <i>kōkja</i>;</p> <p>CG3.2b) Make a presentation about it.</p> <p>G3.2.Choose a place in their community and study its physical features and compare it to other places in the Marshall Islands and explain their differences and similarities.</p> <p>G3.3.Talk with elders to collect information about craft made on their island on other islands in the Marshall Islands and explain what islands craft look like and what they are made of and from what islands.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 3



STANDARD 4 CIVICS AND GOVERNMENT- Themes: government, power, authority, democracy, global cooperation/ conflict; Interdependence, citizenship and participation; political analysis

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of second grade students will be able to:</p> <p>CG3.1 Understand leadership in the Marshallese context.</p> <p>CG3.2 Understand what constitutes good leadership.</p> <p>CG3.3 Explain structure of the local government and identify current leaders.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>CG3.1 Identify and name key community leaders- <i>alap, irooj, lerooj, mayor, councilman or councilwoman</i>- and explain roles and responsibilities</p> <p>CG3.2 Be able to recognize a good leader and give examples of quality a good leader should have such honesty, cooperation, integrity, responsible, knowledgeable, etc.</p> <p>CGT3.2 Write a reflection on leaders in community and whether or not they exemplify leadership qualities.</p> <p>CG3.3.1 Create a chart showing the organization of their local government.</p> <p>CG3.3.2 Describe the roles and responsibilities of the executive branch, legislative branch, and the judiciary branch.</p> <p>CG3.3.3 Identify and name the mayor and council people who make laws for their island.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 3



STANDARD 5 ECONOMICS - Themes: scarcity and choice; role and functions of markets; economic interdependence; role of government; economic analysis.

BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of second grade students will be able to:</p> <p>E3.1 Explain the economic, cultural and environment values of indigenous plants such as coconut, pandanus and breadfruit.</p> <p>E3.2 Demonstrate stewardship towards the environment through involvement in recycle or other environmentally conscious project.</p> <p>E3.3 Explain the difference between needs and wants.</p> <p>E3.4 Identify examples of interdependence among islands in the RMI</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>E3.1.1 Describe the important plants such as coconut pandanus, and breadfruit and explain how they contribute to everyday life of the people.</p> <p>E3.1.2 Make poster to show the important uses of indigenous plants to explain their economic and cultural values.</p> <p>E3.2. Choose as area in your community or village to care for a a class project (picking-up trash, cleaning around buildings, making baskets for cans, etc.).</p> <p>E3.3 Identify and give examples of things that are needs and things that are wants.</p> <p>E3.4 Identify local resources, goods, and products they exchange, share, and use withing the islands in the RMI.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES



Grade 4

STANDARD 1 CULTURE	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>1. Cultural Systems : Understand culture as a system of beliefs, knowledge <i>and</i> practices.</p>	<p>By the end of grade 4 students will be able to:</p> <p>C4.1a) Knowledgeable about clan or <i>bwij</i> history C4.1b) Understand important Marshallese cultural concepts such as <i>Jāmoren and kapijuknen</i> C4.1c) Demonstrate knowledge and understanding of Marshallese values such as <i>kijenmaj, kotemlap, ko-maanwa</i></p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>C4.1a) Create simple family <i>menmenbwij</i> and recount own renealogy, including its origin associated chants, mascots or animals and skills for which they are known. C4.1b) Compare and contrast the differences between <i>Jāmoren and kapijuknen</i> and give examples C4.1c) Discuss how the two concepts are important in Marshallese culture.</p>	
<p>2. Cultural Diversity and Unity: Understand and respect the myriad of ways that society addresses human needs and wants.</p>	<p>C4.2 Show knowledge about appropriate life skills including fishing and waring skills appropriate to age a grade level.</p>	<p>C4.2a) Idnetify different fishing tools and esplain what they are made of; make hooks, fishing poles, and simple traps. C4.2b) Weave <i>banennor, jaki anidep</i> and make different fishing hooks.</p>	
<p>3. Cultural Dynamics/ Change and Continuity: Understand culture as dynamic, selective, adaptive and ever changing.</p>	<p>C4.3. Understand land ownership titles and how one inherits land titles: <i>Irooj, Alap,</i> and <i>riJermal</i> and roles that have evolved or changed over time.</p>	<p>C4.3a)Make a chart that shows the different folles of <i>Irooj, Alap,</i> and <i>riJermal</i> on land in the Marshallese society. C4.3b) Explain how traditional leaders inherit their title. C4.3c) Identify traditional leaders in own community; describe their duty and responsibility and give examples.</p>	
<p>4. Cultural Inquires: Use the tools and methodology of social scientists to explain and interpret ideas and events</p>	<p>C4.4 Collect and examine tools or other cultural artifacts to make informed decisions judgments based on evidence found</p>	<p>C4.4 Create a chart to show how different types of tools were made and used in earlier and today.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 4



STANDARD 2 HISTORY	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>1. Change, Continuity and Causality: Student employ chronology to understand change and/or continuity and cause and/or effect in history.</p>	<p>By the end of grade 4 students will be able to:</p> <p>H4.1 Understand family life now and in the past and family life in various places long ago.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>H4.1.1a) Make a venn diagram to show life today and life in the past, where changes have been and where no changes took place. H.1.1.b) Describe changes in people’s life today (in housing, food, clothing, entertainment, and transportation) with life in the past that contribute to people’s basic needs.</p>	
<p>2. Historical Empathy: Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems and decision making.</p>	<p>H4.2 Understand cultural diversity and the role of history in the introduction of various cultures in the Marshall Islands</p>	<p>H4.2.1a) Identify and describe different ethnic groups in RMI today. H42.1b) Compare and contrast differences and similarities among different ethnic groups in RMI. H4.2.c) Show example of changes of Marshallese customs as as result of events in Marshallese history.</p>	
<p>3. Historical Inquiry: Students use the tools and methods of historians in transform learning from memorizing historical data to “doing history.”</p>	<p>H4.3 Understand the concepts of predictions and generalizations.</p>	<p>H4.3.1 Describe and classify primary sources e.g. traditional artifacts or old photographs, to make predictions and generalizations about the Marshallese people.</p>	
<p>4. Historical Perspectives and Interpretations: Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</p>	<p>H4.4 Understand the people, events problems and ideas that were significant in creating history of the home island.</p>	<p>H4.4.1 Create wall maps showing the history of home islands with a timeline showing important people, events, problems and ideas.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 4



STANDARD 3 GEOGRAPHY	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>1. World spatial terms: Use geographic representations to organize, analyze, and present information on people, places and environment.</p>	<p>By the end of grade 4 students will be able to:</p> <p>G4.1 Identify and locate on maps islands that make up regions in the RMI (e.g. <i>Rālik Rak, Eolap, Kabinmeto, Ratak Eañ, Ratak Rak</i>)</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>G4.1.1 Use a Marshallese map to identify and locate the five island groups in the North, South, East and West of the Marshall Islands and explain characteristics (physical and culture, economic) of each region.</p>	
<p>2. Places and Regions: Understand how distinct physical and human characteristics shape places and regions.</p>	<p>G4.2 Name islands and atolls in the Marshall Islands, location, population and distinctive features and resources.</p>	<p>G4.2.1 Create a map of the Marshall Islands and identify each island/atoll on the map.</p>	
<p>3. Physical Systems: Understand how physical processes shape Earth's surface and create, sustain, and modify ecosystems.</p>	<p>G4.3 Identify major statistical information about TMI such as: land area, water area, temperature, valuable crops, labor force, population, industry and economy.</p>	<p>G4.3.1 Create a map of RMI with a scale and illustrate information about land, water area, temperature, crop, population and industry</p>	
<p>4. Human Systems: Analyze how people organize their activities on earth through their analysis of human population, cultural diversity, interdependence, settlement, and conflict and cooperation.</p>	<p>G4.4 Examine and explain factors that influence where people migrate and settle.</p>	<p>G4.4.1a) Explain theories of Marshallese migration and where Marshallese were supposed to come from G4.4.1b Trace the migration route of early Marshallese.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES



Grade 4

STANDARD 3 (continued) GEOGRAPHY	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>5. Environment and Society: Demonstrate stewardship or earth’s resources, through the understanding of society and the physical environment.</p>	<p>By the end of grade 4 students will be able to:</p> <p>G4.5 Understand atoll and island formation and the role of coral polyps in the process.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>G4.5.1 Create models of atolls and name various stages in atoll formation.</p> <p>G4.5.2 Explain how caring for the environment is important for coral growth.</p>	
<p style="text-align: center;">STANDARD 4 CIVICS AND GOVERNMENT</p> <p>1. Governance/Power/ Authority: Understand the way and reasons people and groups create governments and use this knowledge to make reasoned decisions</p>	<p>CG4.1.1 Describe the political structure of the RMI government and roles of local and national governments.</p> <p>CG4.1.2 Describe the concept of fair representation in government and how that connects to the <i>Nitijeļā</i> election precincts.</p>	<p>CG4.1.1 Identify RMI forms of government and describe the main function of local and national government.</p> <p>CG4.1.2a) Draw steps one has to take to become an RMI senator/</p> <p>CG4.1.2b) Explain how many senators are elected from each electoral district.</p> <p>CG4.1.2c) Explain the concept of “Fair representation” in RMI government and illustrate the concept using RMI election precincts.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 4



STANDARD 3 (continued) CIVICS AND GOVERNMENT	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>2. Democracy: Understand and demonstrate principle and values underlying Marshallese constitution democracy.</p>	<p>By the end of grade 4 students will be able to:</p> <p>CG4.2.1 Understand roles of leaders in a country and identify characteristics of good leaders.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>CG4.2.1a) Identify and name RMI government key leaders (President, Speaker, Chief Justice, Chairman, Council of <i>Irooj</i>, members of the Cabinet (what they do and how their functions differ or are the same.</p>	
<p>3. Global Cooperation/ Conflict/Interdependence: Understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</p>	<p>CG4.2.2 Explain RMI democratic symbols and what they stand for (Government Seal, Flag and National Anthem).</p> <p>CR4 3.1 Identify and evaluate how personal behaviors, decisions actions or inactions affect others in the school and community.</p>	<p>CG4.2.1b) Explain leadership characteristics such as honesty, integrity and hard working.</p> <p>CG4.2.2a) Illustrate RMI symbols and what they mean.</p> <p>CG4 2.2b) Draw and explain the meaning of RMI symbols.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 4



<p>STANDARD 4 (continued) CIVICS AND GOVERNMENT</p>	<p>BENCHMARKS</p>	<p>SAMPLE PERFORMANCE INDICATORS</p>	<p>RESOURCES</p>
<p>4. Citizenship and Participation: Understand roles rights (person economic, political) and responsibilities of Marshallese citizens and exercise them in civic action.</p>	<p>By the end of fourth grade students will be able to:</p> <p>CG4.4.1 Identify and exercise roles, right and responsibilities as citizens and participate in improving the quality of life in the classroom, school or community.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>CG4.4.1 Students participate in campus or community clean-up and write about their experiences and what they learned about being a good citizen.</p>	
<p>5. Political Analysis: Understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions</p>	<p>CG4.5.1 Create and use surveys, interview or polls to find information to solve a real problem or make a decision.</p>	<p>CG4.5.1 Conduct a survey or poll to find out or monitor the frequency of littering on campus.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 4



<p>STANDARD 5 ECONOMICS</p> <p>1. Limited Resources and Choice: Understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</p>	<p>BENCHMARKS</p> <p>By the end of fourth grade students will be able to: E4.1.1 Explain importance of copra and handicraft and how these were introduced to the RMI. E4.1.2 Understand that productive resources are limited and people make choices because they cannot have everything they want.</p>	<p>SAMPLE PERFORMANCE INDICATORS</p> <p>Students will be achieving the benchmarks in vernacular or English, when they, for example: E4.1.1a) Identify and describe the RMI’s major exports. E4.1.1b) Tell and illustrate the history of how copra becomes part of their life. E4.1.2a) Explain the difference between need and wants when making economic choices.</p>	<p>RESOURCES</p>
<p>2. Role and Function of Markets: Understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</p>	<p>E4.2 Explain the concepts of subsistence and cash economies.</p>	<p>E.4.2.1a) Explain the differences and similarities between subsistence and cash economies. E4.2.1.1b) Illustrate different economies of outer islands and urban centers.</p>	
<p>3. Economic Interdependence: Evaluate the costs and benefits of trade among individuals and nations and organizations to explain why trade results in higher overall levels of production and consumption .</p>	<p>E3.3.1 Explain personal exchanges and trades and explain how they benefit from the exchanges of trade.</p>	<p>E4.3.1a) Explain the concept of trading and why people exchange products or trade.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 4



STANDARD 5 (continued) ECONOMICS	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>4. Role of Government: Understand how the government influences the well being of people and institutions.</p>	<p>By the end of fourth grade students will be able to:</p> <p>E4.4.1 Explain that the government provides many things they use such as schools , roads, police and fire protection.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>E4.4.1a) Explain in writing or on a chart the roles of various government services and how they help people.</p>	
<p>5. Economic Analysis: Understand and use the tools of the economist to make informed decisions</p>	<p>E4.5.1 Conduct and read simple tables and bar graphs to explain economic ideas.</p>	<p>E4.5.1a) Collect pieces of different food items and display in a chart or graph.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 5



STANDARD 1	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p style="text-align: center;">CULTURE</p> <p>1. Cultural Systems : Understand culture as a system of beliefs, knowledge <i>and</i> practices.</p>	<p>By the end of fifth grade students will be able to:</p> <p>C5.1a) express knowledge about community/village/island cultural sites and legends.</p> <p>C5.1b) Understand meaning of Marshallese change during occasions such as war, canoe racing, building thatch houses, <i>Irooj</i> funeral, ocean voyaging or sailing.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>C5.1.1a) Write a short history of the community/village/island.</p> <p>C5.1.1b) Describe orally or in writing different cultural legends or sites unique to village or island.</p> <p>C5.1.1c) Pick a chant and explain what it means using words, drawing or actions.</p>	<p>Student Text Civic Action Award Program</p> <p>TM Civic Achievement Award Program Close-up Foundation</p>
<p>2. Cultural Diversity and Unity: Understand and respect the myriad of ways that society addresses human needs and wants.</p>	<p>C5.2.1 Show knowledge and skill in simple Marshallese subsistence life skills such as weaving, food preparation, or fishing</p>	<p>C5.2.1 Demonstrate knowledge of weaving and making <i>kiļok, emmar, iep, būruum ñok</i>; fishing skills <i>kadjo, mwieo, apeep, kobwābwe, kamomo, kai-kiūt-kūt, kōppeļok</i>; food prep skills such as <i>jōkaro, kiļok, kwonjin</i>.</p>	
<p>3. Cultural Dynamics/ Change and Continuity: Understand culture as dynamic, selective, adaptive and ever changing.</p>	<p>C5.3.1 Understand Marshallese important livelihood skills such as weather, medicine, martial arts, music body massage, tidal knowledge for fishing and navigation..</p>	<p>C5.3.1a) Conduct interviews with elders about Marshallese beliefs and practices (<i>katu, uno, maanpa, ekkōn aj, iniwijet, pitpit, jerakrōk, kōbkāke</i>).</p> <p>C5.3.1b) Make oral and written reports about practices and beliefs to share in class.</p>	
<p>4. Cultural Inquires: Use the tools and methodology of social scientists to explain and interpret ideas and events</p>	<p>C5.4.1 Conduct interview with elders to learn about Marshallese values such as <i>jitdam kapeel, jake jebol eo, Kauteej rūtto ro</i></p>	<p>C5.4.1 From interview describe meaning of selected values Orally or in writing.</p> <p>C5.4.2 Explain how one learns and applies Marshallese values to everyday life.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 5



<p>STANDARD 2 HISTORY</p> <p>1. Change, Continuity and Causality: Student employ chronology to understand change and/or continuity and cause and/or effect in history.</p>	<p>BENCHMARKS</p> <p>By the end of fifth grade students will be able to:</p> <p>C5.1.1 Understand significance of major events and timeline in RMI religious and political developments</p>	<p>SAMPLE PERFORMANCE INDICATORS</p> <p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>H5.1.1 Conduct simple research and identify major religious and political events in RMI development before WWII; make a timeline for religious development and one for political development.</p>	<p>RESOURCES</p> <p>Student Text Civic Action Award Program</p> <p>TM Civic Achievement Award Program Close-up Foundation</p>
<p>2. Historical Empathy: Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems and decision making.</p>	<p>C5.2.1 Explain the impact of German occupation on Marshallese culture and livelihood.</p>	<p>C5.2.1 Interview elders and write a story describing life in the Marshall Islands during the German administration; identify German influences and changes taken place as a result of German occupation of the RMI.</p>	
<p>3. Historical Inquiry: Students use the tools and methods of historians in transform learning from memorizing historical data to “doing history.”</p>	<p>H5.3.1 Identify founders and important Marshallese figures in the history of RMI.</p> <p>H5.3.2 Distinguish historical fact from opinion.</p>	<p>H5.3.1 Create a list with names of Marshallese history makers and explain orally or in writing what each contributed..</p> <p>H5.3.2 Give, in writing or orally, examples of historical facts about the German occupation of the Marshall Islands.</p>	
<p>4. Historical Perspectives and Interpretations: Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</p>	<p>H5.4.1 Explain how beliefs and education and/or the society in which a person lives shape his/her “point of view.”</p>	<p>H5.4.1 Explain “what point of view” means. In writing or orally, give examples of “point of view” shaped by the Marshallese culture or the US culture.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 5



<p>STANDARD 3 GEOGRAPHY</p>	<p>BENCHMARKS</p> <p>By the end of fifth grade students will be able to:</p>	<p>SAMPLE PERFORMANCE INDICATORS</p> <p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p>	<p>RESOURCES</p> <p>Student Text Civic Action Award Program</p> <p>TM Civic Achievement Award Program Close-up Foundation</p>
<p>1. World spatial terms: Use geographic representations to organize, analyze, and present information on people, places and environment.</p>	<p>G5.1.1 Understand how to use maps and other geographic representations and technology to acquire, process and report information.</p>	<p>G5.1.1a) Create a map of the Pacific Islands and identify locations of countries using latitudes and longitudes. G5.1.1b) Explain geographic vocabulary such as equator, longitude, latitude, meridians, north and south hemisphere and what they mean.</p>	
<p>2. Places and Regions: Understand how distinct physical and human characteristics shape places and regions.</p>	<p>G5.2.1 Understand the Marshallese environmental pillars: <i>Joor Lan, Joor Āne and Joor Meto</i></p>	<p>G5.2.1 Explain three environmental pillars: <i>Joor Lañ, Joor Āne and Joor Meto</i> G5.2.2 Identify and describe Marshallese knowledge associated with <i>Joor Lañ</i> such as stars, moons, winds, rain and clouds.</p>	
<p>3. Physical Systems: Understand how physical processes shape Earth's surface and create, sustain, and modify ecosystems.</p>	<p>G5.3.1 Understand the physical processes that shape the patterns of the Earth's surface.</p>	<p>G5.4.1 Demonstrate in writing or orally how the forces of the wind, rain and sun affect the earth surface and the role of wave surges, typhoons, earthquakes and tsunamis in the process.</p>	
<p>4. Human Systems: Analyze how people organize their activities on earth through their analysis of human population, cultural diversity, interdependence, settlement, and conflict and cooperation.</p>	<p>G4.1.1 Understand the characteristics, distribution and migration of human population.</p>	<p>G5.4.1a) Explain migration patterns and reason for migration between outer island and Majuro and Ebeye; and RMI to US mainland. G5.4.1b Compare and contrast societal differences between outer islands, sub-centers urban centers of Majuro and Ebeye, Marshallese life in Arkansas or Honolulu.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 5



<p>STANDARD 3 (continued) GEOGRAPHY</p> <p>5. Environment and Society: Demonstrate stewardship or earth's resources, through the understanding of society and the physical environment.</p>	<p>BENCHMARKS</p> <p>By the end of fifth grade students will be able to:</p> <p>G5.5.1 Identify environmental issues facing the RMI.</p>	<p>SAMPLE PERFORMANCE INDICATORS</p> <p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>G5.5.1a Analyze and environmental issue and explain what causes it, and give examples of changes in RMI that may be evidence of an environment problem.</p> <p>G5.5.1b Identify and give examples of preventive measures and possible solutions to handle the environmental problems in RMI.</p>	<p>RESOURCES</p> <p>Student Text Civic Action Award Program</p> <p>TM Civic Achievement Award Program Close-up Foundation</p>
<p>STANDARD 4 CIVICS AND GOVERNMENT</p> <p>1. Governance/Power/ Authority: Understand the way and reasons people and groups create governments and use this knowledge to make reasoned decisions</p>	<p>CG5.1.1 Describe roles and responsibilities of RMI government, Executive, Judicial and Legislative.</p>	<p>CG5.1.1 Examine and illustrate the differences between the three branches of RMI government and describe what each does for the citizens.</p> <p>CG5.1.2 Interview heads of representatives of the three branches and write reports about roles, responsibilities, expectations positive and negative aspects of jobs.</p>	
<p>2. Democracy: Understand and demonstrate principles and values underlying Marshallese constitutional democracy</p>	<p>CG5.2.1 Understand values and principals of democracy as stated in the Bill of Rights.</p>	<p>CG5.2.1 Explain the RMI Bill of Rights and what each right and value means such as rights to free speech, rights to assemble; rights to choose leaders in a free election, etc.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 5



<p>STANDARD 4 (continueds) CIVICS AND GOVERNMENT</p>	<p>BENCHMARKS By the end of fifth grade students will be able to:</p>	<p>SAMPLE PERFORMANCE INDICATORS Students will be achieving the benchmarks in vernacular or English, when they, for example:</p>	<p>RESOURCES Student Text Civic Action Award Program TM Civic Achievement Award Program Close-up Foundation</p>
<p>3. Global Cooperation/ Conflict/Interdependence: Understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</p>	<p>CG5.3.1 Identify and evaluate how Marshallese collective behaviors decisions, actions or inactions impact and interrelate with the behaviors and decisions of others.</p>	<p>CG5.3.1 Study and describe how Marshallese respond to and collect decisions regarding Climate change (or other issues) impact or interrelate to behaviors of others in the Pacific and globally.</p>	
<p>4. Citizenship and Participation: Understand roles rights (person economic, political) and responsibilities of Marshallese citizens and exercise them in civic action.</p>	<p>CG5.4.1 Explain the role of people in making their government honest and just.</p>	<p>CG5.4.1 Role play how people can take action to influence their law makers to be honest and just in on their decision making. CG5.4.2 Explain the role of civil society and media in making government honest.</p>	
<p>5. Political Analysis: Understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions</p>	<p>CG5.5.1 Use a survey to investigate issues of relevance to them, e.g. taking survey of how people feel about climate change.</p>	<p>CG5.5.1 Students will conduct a survey and analyze results from the survey to show how communities feel about climate change or other ussyes if eqyak unoirtabce,</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 5



STANDARD 5 ECONOMICS	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>1. Limited Resources and Choice: Understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</p>	<p>By the end of fifth grade students will be able to:</p> <p>E5.1.1 Identify the economic base including natural resources of the RMI</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>E5.1.1 Gather information to construct a graph to show the National government economy and explain what it is made of</p>	<p>Student Text Civic Action Award Program</p>
<p>2. Role and Function of Markets: Understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</p>	<p>E5.2.1 Interpret demand and supply schedules to determine the market price for a product, such as rice.</p>	<p>E5.1.2 Compare and contrast world and local prices of rice, flour and sugar over a period of three years.</p>	<p>TM Civic Achievement Award Program Close-up Foundation</p>
<p>3. Economic Interdependence: Evaluate the costs and benefits of trade among individuals and nations and organizations to explain why trade results in higher overall levels of production and consumption .</p>	<p>E5.3.1 Explain concepts of import and export.</p>	<p>E5.3.1a Describe import and export. E5.3.1b Make a chart to show the difference between RMI Import and export E5.3.2 Make a study of imports and exports and present a report showing whether the RMI has a balance of trade with other countries.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 5



<p>STANDARD 5 (continued) ECONOMICS</p>	<p>BENCHMARKS</p>	<p>SAMPLE PERFORMANCE INDICATORS</p>	<p>RESOURCES</p>
<p>4. Role of government: Understand how the government influences the well being of people and institutions.</p> <p>5. Economic Analysis: Understand and use the tools of the economist to make informed decisions</p>	<p>By the end of fifth grade students will be able to:</p> <p>E5.4.1 Understand that governments raise money by taxing citizens to pay for goods and services it provides.</p> <p>E5.5.1 Use ratio and percentages to explain relevant economic ideas.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>E5.4.1 Describe types of taxes local and national governments levy on citizens.</p> <p>E5.5.1 Show in a chart percentages of local (Majuro or Ebeye) or RMI national revenue collected from income tax and import tax.</p>	<p>Student Text Civic Action Award Program</p> <p>TM Civic Achievement Award Program Close-up Foundation</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 6



STANDARD 1 CULTURE	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>1. Cultural Systems : Understand culture as a system of beliefs, knowledge <i>and</i> practices.</p>	<p>By the end of sixth grade students will be able to:</p> <p>C6.1.1 Describe and give examples of rules and responsibilities of family, clan, and community members and explain how they support each other.</p> <p>C6.1.2 Explain Marshallese concepts and vocabulary relating to beliefs and traditions about <i>Joor Meto</i> or things of the Ocean or Sea</p> <p>C6.1.3 Identify Marshallese chants and proverbs that are filling for the following occasions: war, canoe racing, building houses, <i>Iroojlaplap</i> funeral, and games/competitions</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>C6.1.1.1 Generate a chart illustrating roles and responsibilities of all groups; identify how they contribute to the common good.</p> <p>C6.1.1.2a) Choose a legend that teaches a specific lesson in Marshallese culture and explain the meaning of the legend.</p> <p>C6.1.1.2b) Write a tosy of how people care for each other.</p> <p>C6.1.1.2c) Demonstrate how Marshallese who respect for environment.</p> <p>C6.1.2a) Interview experts and explain in writing and orally <i>Joor Meto</i> concepts and vocabularies such names of tides currents, waves and special vocabulary related to the reef, depths of water,</p> <p>C6.1.2b) Recits related chants and explain when they are used and what they mean.</p> <p>C6.1.3.1a) Explain the purpose of chanting in Marshallese culture.</p> <p>C6.1.3.1b) Identify people in the RMI who are chanter and interview them to find out how they learned to chant.</p> <p>C6.1.3.1c) Giave an example of a chant that is used for building houses and explain how it contributes to the work of the builders.</p> <p>C6.1.3.1d collect at least 8 Marshallese proverbs and explain the lesson that one teaches.</p>	<p>C6.1.2 Mwekto <i>Kejparok manit im Men ko Bwinid</i> pp 10-18</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 6



STANDARD 1 (continued) CULTURE	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
	<p>By the end of sixth grade students will be able to:</p> <p>C6.2.1 Demonstrate knowledge of beliefs, special skills and roles of cultural experts: <i>ri-Jerakrok, riKatu, riUno</i></p> <p>C6.2.2 S perform Marshallese life skills appropriate to age and grade level.</p> <p>C6.3.1 Use examples of changing culture, particularly, Marshallese culture, to identify and analyze ways to respond to cultural differences and problems within and across groups, e.g. stereotyping, ethics.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>C6.1.4.1e Use what they know about proverbs to create and recite one for your class to remember as you work together.</p> <p>C6.2.1 Interview people who have specialized skills in <i>jerakrok, katu, riUno</i> and explain their importance to the people's life in the community.</p> <p>C6.2.2a) Demonstrate cooking, weaving and fishing skills specific to grade level. C6.2.2b) create posters, pictures or digital pictures to illustrate processes for 6th grade cooke skills. <i>Kabwiro, kwanjin jookkop mā</i> or <i>bwilitudek jōkaro, komkom</i>; weaving skills: <i>enra, banenor, kilok, jeli emmar, iieip, anidep mwieo, apeep būruum nok</i>; fishing techniques: <i>kadjo, kobwebwe, kamomo, kaikikut, koppelok</i></p> <p>C6.3.1a) Illustrate example of cultural change and practices, compare and contrast changes in family, food, clothing, transportation.</p>	<p>Student Text Pacific Neighbors</p> <p>TM Pacific Neighbors</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 6



STANDARD 1 (continued) CULTURE	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>4. Cultural inquires: Use the tools and methodology of social scientists to explain and interpret ideas and events</p>	<p>By the end of sixth grade students will be able to:</p> <p>C6.3.2 Demonstrate knowledge of selected Marshallese legends or <i>bwebwenato</i> and values they convey such as respecting elders, loyalty, love and sharing and care for family, clan and environment.</p> <p>C6.4.1 Use tools, theories, and methods of anthropologists to examine current issues and social problems and use the data to analyze personal and collective decisions.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>C6.3.2 Compare and contrast changes in how people practice values (loyalty, love, sharing, care for family, clan and environment) then and today.</p> <p>C6.4.1 Conduct interviews with students in school to find out what they know about meaning of values (loyalty, love, sharing, care for family, clan, and environment) and how they are practiced in their homes.</p>	<p>Student Text Pacific Neighbors</p> <p>TM Pacific Neighbors</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 6



<p>STANDARD 2 HISTORY</p>	<p>BENCHMARKS</p>	<p>SAMPLE PERFORMANCE INDICATORS</p>	<p>RESOURCES</p>
<p>1. Change, Continuity and Causality: Student employ chronology to understand change and/or continuity and cause and/or effect in history.</p> <p>2. Historical Empathy: Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems and decision making.</p> <p>3. Historical Inquiry: Students use the tools and methods of historians in transform learning from memorizing historical data to “doing history.”</p> <p>4. Historical Perspectives and Interpretations: Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</p>	<p>By the end of sixth grade students will be able to:</p> <p>H6.1.1 Identify periods of foreign administrations of Micronesia and significant developments and changes to lives during each period, focusing on the Japanese period.</p> <p>H6.2.1 Explain impact of foreign powers on culture, politics, economy and lives in Micronesia.</p> <p>H6.3.1 Document important changes brought by the introduction of Christianity to the Marshall Islands.</p> <p>H6.4.1 Explain positive and negative contributions of German and Japanese period of administration to Marshallese life today.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>H61.1. Create a timeline of significant development and great changes that influenced the lives of Micronesian people during German and Japanese administration and explain significance of highlighted events.</p> <p>H6.2.1 Describe how RMI life today was influenced by foreign countries such as Germany and Japan (food, clothing, religion, music, language, video, historic sites, politics, transportation and communication etc.)</p> <p>H6.3.1 Conduct a story about each of the two periods of foreign occupation and explain respective positive and negative contributions</p> <p>H6.4.1 Write a story about each of the two period of foreign occupation and explain respective positive and negative contributions</p>	<p>Student Text Pacific Neighbors</p> <p>TM Pacific Neighbors</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 6



**STANDARD 3
GEOGRAPHY**

BENCHMARKS

SAMPLE PERFORMANCE INDICATORS

RESOURCES

By the end of sixth grade students will be able to:

Students will be achieving the benchmarks in vernacular or English, when they, for example:

Student Text **Pacific Neighbors**

1. World Spatial Terms:
Use geographic representations to organize, analyze, and present information on people, places and environment.

G6.1.1 Demonstrate understanding of geographic concepts (longitude, latitude, coordinates, meridian, equator).

G6.1.1a) Use a map or globe to find the location of the Marshall Island and other Micronesian Islands using latitude and longitude coordinates.
C6.1.1b) Locate the capital of each jurisdiction in Micronesia and describe their differences and similarities.
C6.1.1c) Use directional vocabulary in English and Marshallese.

TM Pacific Neighbors

2. Places and Regions: Understand how distinct physical and human characteristics shape places and regions.

G6.2.1 Locate political entities in Micronesia and explain similarities and differences.

G6.2.1 Use a globe or Pacific map to locate the political entities of Micronesia and describe their differences and similarities.

3. Physical Systems:
Understand how physical processes shape Earth's surface and create, sustain, and modify ecosystems.

G6.3.1 Explain concepts of sea level rise, global warming, erosion and effects on land and livelihood.

G6.3.1 Conduct research and interviews to document the affects of global warming and sea level rise on islands where they live.

4. Human Systems:
Analyze how people organize their activities on earth through their analysis of human population, cultural diversity, interdependence, settlement, and conflict and cooperation.

G6.4.1 Explain how geographical difference dictate cultural differences among people of different jurisdictions of Micronesia.

4.1.1 Conduct research and write a report that differentiate the geography of RM I (low coral islands/atoll) and another island of Micronesia (with high volcanic islands) and explain how their different land forms affects people where they live, their homes, the work they do, food they eat, their transportation and the natural resources they use.

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 6



**STANDARD 3 (continued)
GEOGRAPHY**

BENCHMARKS

By the end of sixth grade students will be able to:

G6.4.2 Describe how the forces of cooperation and conflict among people influence the division and control of earth's resources by studying cooperation and conflict in Micronesia.

G6.5.1 Explain common environmental issues facing countries of Micronesia.

SAMPLE PERFORMANCE INDICATORS

Students will be achieving the benchmarks in vernacular or English, when they, for example:

G6.4.2 Describe incidents where cooperation and conflict occurred between people and countries of Micronesia.

G6.5.1 Identify environmental issues (climate change, depletion of energy resources) and study them to report their causes and effects on their country and make a presentation to the law makers (council members) recommending possible solutions to address these problems of environmental issues.

RESOURCES

Student Text **Pacific Neighbors**

TM Pacific Neighbors

5. Environment and Society:
Demonstrate stewardship or earth's resources, through the understanding of society and the physical environment.

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 6



<p>STANDARD 4 CIVICS AND GOVERNMENT</p>	<p>BENCHMARKS</p>	<p>SAMPLE PERFORMANCE INDICATORS</p>	<p>RESOURCES</p>
<p>1. Governance/Power/ Authority: Understand the way and reasons people and groups create governments and use this knowledge to make reasoned decisions</p> <p>2. Democracy: Understand and demonstrate principle and values underlying Marshallese constitution democracy.</p> <p>3. Global Cooperation/ Conflict/Interdependence: Understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</p>	<p>By the end of sixth grade students will be able to:</p> <p>CG6.1.1 Explain types of government of each entity in Micronesia and describe advantages and disadvantages of each structure.</p> <p>CG6.1.2 Explain how countries in Micronesia are economically and politically independent.</p> <p>CG6.2.1 Explain what civic life is, what politics are, and why government and politics are necessary and what purposes should government serve.</p> <p>CG6.2.2 Explain how power and responsibility are distributed, shared and limited in the RMI government.</p> <p>CG6.3.1 Describe political and economic cooperation and relationships between Micronesian countries and the United States e.g. freely associated states, territory, commonwealth state.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>CG6.1.1 Describe the different forms of government between RMI and other Micronesian Islands and identify their advantages and disadvantages.</p> <p>CG6.1.2 Investigate how RMI and Micronesian Islands work together to support each other handling their issues, (economic, health, environment, population, trade, education, etc.).</p> <p>CG6.2.1a) Explain civic what civic life is and what politics are.</p> <p>CG6.2.1b) Explain the roles of politics and government and purposes of each.</p> <p>CG6.2.2 Share examples of how local and national government share or distribute power and responsibilities.</p> <p>CG6.3.1 Compare and contrast different relationships and advantages and disadvantages.</p>	<p>Student Text Pacific Neighbors</p> <p>TM Pacific Neighbors</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 6



<p>STANDARD 4 (continued) CIVICS AND GOVERNMENT</p>	<p>BENCHMARKS</p>	<p>SAMPLE PERFORMANCE INDICATORS</p>	<p>RESOURCES</p>
<p>4. Citizenship and Participation: Understand roles rights (person economic, political) and responsibilities of Marshallese citizens and exercise them in civic action.</p> <p>5. Political Analysis: Understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions</p>	<p>By the end of sixth grade students will be able to:</p> <p>CG6.3.2 Explain regional cooperation in the Pacific Region.</p> <p>CG6.4.1 Describe good governance and explain roles of Media and civil society in promoting good governance in a society.</p> <p>CG6.5.1 Explain the RMI Constitution and why it is important.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>CG6.3.2a) Identify regional organizations and their roles and functions in promoting regional cooperation, e.g. SPC, Pacific Is. Forum Secretariat, Forum Fisheries Agency. CG6.3.2b) Provide example of activities they sponsored in the RMI</p> <p>CG6.4.1a) Investigate different NGOs in the RMI,, what they do and explain how they promote good governance in the RMI. CG6.4.1b) Conduct interviews with community members to learn how media assist with good government and make a report to call.</p> <p>CG6.5.1 Identify articles of the RMI Constitution and explain their purposes.</p>	<p>Student Text Pacific Neighbors</p> <p>TM Pacific Neighbors</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 6



<p>STANDARD 5 ECONOMICS</p>	<p>BENCHMARKS</p>	<p>SAMPLE PERFORMANCE INDICATORS</p>	<p>RESOURCES</p>
<p>1. Limited Resources and Choice: Understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</p> <p>2. Role and Function of Markets: Understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</p>	<p>By the end of sixth grade students will be able to:</p> <p>E6.1.1 Compare and contrast economic resources of Micronesian entities. E6.1.2 Explain how consumers use resources in different ways to satisfy difference wants. E6.1.3 Explain how choices people make have both present and future consequences.</p> <p>E6.2.1 Describe what happens when resources are overused.</p> <p>E6.2.2 Explain role of price, quantity and competition to market system.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>E6.1.1 Make a chart to compare the differences and similarities between economic resources or Micronesian entities. E6.1.2 Compare and contrast how people make use of resources they have, e.g. uses of fish, coconuts trees, etc., by different groups of people. E6.1.3 Illustrate how overuse of certain resources has both present and future consequences.</p> <p>E6.2.1a) Gather information about what happens when resources are overused (e.g. effects of continued expansion of shell taking for handicraft, no limit on foreign fishing catches.) E6.2.1b) Draw poster, picture, or sing a song that advocates ways to stop the overuse of resources and start to sustain them for future generations.</p> <p>E6.2.2 a) Explain how market prices are determined by the buying and selling decisions made by buyers and sellers. E6.2.2b) Explain how market prices are determined by quality of products available.</p>	<p>Student Text Pacific Neighbors</p> <p>TM Pacific Neighbors</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 6



STANDARD 5 (continued) ECONOMICS	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>3. Economic Interdependence: Evaluate the costs and benefits of trade among individuals and nations and organizations to explain why trade results in higher overall levels of production and consumption .</p> <p>4. Role of government: Understand how the government influences the well being of people and institutions.</p> <p>5. Economic Analysis: Understand and use the tools of the economist to make informed decisions</p>	<p>By the end of sixth grade students will be able to:</p> <p>E6.3.1 Explain how countries of Micronesia are economically interdependent; give examples of trading activities between RMI and Micronesian nations.</p> <p>E6.4.1 Describe what goods and services and the role of government in providing goods and services to its people. E6.4.2 Explain how local and national governments collect revenue levy taxes to provide goods and services.</p> <p>E6.5.1 Use economic data to compare quality of life in the Micronesian region.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>E6.3.1a) Explain what economic interdependence means. E6.3.1b) Give examples of trade activities between RMI and other countries.</p> <p>E6.4.1 Explain what benefits and services the government provides to its people.</p> <p>E6.4.2 Explain what personal income taxes are and how they work; what sales taxes are and how they work.</p> <p>E6.5.1 Compare and contrast prices of rice or other food items, fuel and electricity using a chart an graph to show differences of prices between countries or Micronesia.</p>	<p>Student Text Pacific Neighbors</p> <p>TM Pacific Neighbors</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 7



STANDARD 1 CULTURE	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>1. Cultural Systems : Understand culture as a system of beliefs, knowledge <i>and</i> practices.</p> <p>2. Cultural Diversity and Unity: Understand and respect the myriad of ways that society addresses human needs and wants.</p>	<p>By the end of seventh grade students will be able to:</p> <p>.C7.1.1 Understand <i>Joor Āne</i> or indigenous knowledge system and beliefs related to the land, community and family structures; social groups, relationship between social groups and between people and land and environment.</p> <p>C7.1.2 Understand Marshallese conservation strategies, agricultural skills/knowledge and beliefs including names on indigenous plants and animals</p> <p>C7.2.1 Demonstrate understanding of <i>ekkan ñan Irooj</i> in Marshllese culture. C7.2.2 Demonstrate appropriate weaving, fishing and cooking skills.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>C7.1.1a) Explain the important elements of Marshallese land tenure system; including different powers on land (<i>Irooj, Irooj Edik, Alap, riJermal</i>). C7.1.1b) Explain the matrilineal system and compare to other land inheritance systems. C7.1.1c) List and illustrate types of <i>wāto</i> or land inheritance (<i>ṛōn bwij, morjinkot, ṛōn ninnin ṛōn ato</i>, etc.) in Marshallese culture</p> <p>C7.1.2a Conduct research into indigenous conservation systems, agricultural skills and beliefs. C7.1.2b) Identify and classify indigenous plants and animals, their purposes and display a chart.</p> <p>C7.2.1 Conduct interview with elders and write a report explaining <i>ekkan</i> and its significance in Marshallese culture. C7.2.2 Demonstrate cooking skills of making <i>bwiro</i> Weaving <i>āj jenaē, deel, jakiin eon tebōl , iiep, jebko, needed im wōjlā</i>, and fishing skills as <i>latippān</i> and <i>ekkōrkaak</i>.</p>	<p>Mwekoto, <i>Kejbarok Manit im Men ko Bwinnid. JorKo Jilu</i>, and people in the community</p> <p>Interview people in the community.</p> <p>Community elder</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 7



STANDARD 1 (continued) CULTURE	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>3. Cultural Dynamics/ Change and Continuity: Understand culture as dynamic, selective, adaptive and ever changing.</p> <p>4. Cultural inquires: Use the tools and methodology of social scientists to explain and interpret ideas and events</p>	<p>By the end of seventh grade students will be able to:</p> <p>.C7.3.1 Exhibit knowledge of Marshallese <i>roro</i> changes), and story telling (<i>inḡñ</i>; <i>kokadede</i>) and their importance in Marshallese culture</p> <p>C7.4.1 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</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>C7.3.1 Orally recite selected <i>roro</i> and explain their meanings and appropriate use, tell stories <i>inḡñ</i> and <i>kokadede</i> and explain their importance in Marshallese culture.</p> <p>C7.4.1a) Conduct interviews with elders about <i>roro</i> for different occasions;</p> <p>C7.4.1b) Audio record <i>roro</i> and share with other students.</p>	<p><i>Naan ko Rōūne</i> Community Elder</p> <p>Interview with Community Elder.</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 7



STANDARD 2 HISTORY	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>1. Change, Continuity and Causality: Student employ chronology to understand change and/or continuity and cause and/or effect in history.</p> <p>2. Historical Empathy: Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems and decision making.</p> <p>3. Historical Inquiry: Students use the tools and methods of historians in transform learning from memorizing historical data to “doing history.”</p> <p>4. Historical Perspectives and Interpretations: Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</p>	<p>By the end of seventh grade students will be able to:</p> <p>H7.1.1 Explain elders perspectives of impact of time and change on people of the Pacific Islands.</p> <p>H7.1.2 Explain how the original people settled the islands in Polynesia, Melanesia and Micronesia.</p> <p>H7.2.1 Explain roles and impact of whalers, missionaries and traders of Pacific countries and people.</p> <p>H7.3.1 Understand how colonial history shaped respective governments of Pacific Islands Countries</p> <p>H7.4.1 Understand how religion, political and social institutions emerged in Pacific Island countries.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>H7.1.1 Summarize specific advantage and disadvantages of foreign influence on the life of the Pacific people.</p> <p>H7.1.2 Make a map to show the migration patterns of the original people who settled these islands and explain the reasons they left their home islands in search of new homes across the vast Pacific.</p> <p>H7.2.1 Describe the roles of the missionaries, traders and whalers and discuss how their roles and actions influenced the life of the people.</p> <p>H7.3.1 Identify colonial administrations in different Pacific countries and create a timeline showing historical development of governments through time.</p> <p>H7.4.1 Compare and contrast religion, political and social institutions and describe advantage and disadvantages.</p>	<p>Pacific Neighbors- Chapter I, pages 50-57</p> <p>Chapter 4 pages 20-24</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 7



STANDARD 3 GEOGRAPHY	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>1. World Spatial Terms: Use geographic representations to organize, analyze, and present information on people, places and environment.</p> <p>2. Places and Regions: Understand how distinct physical and human characteristics shape places and regions.</p> <p>3. Physical Systems: Understand how physical processes shape Earth's surface and create, sustain, and modify ecosystems.</p>	<p>By the end of seventh grade students will be able to:</p> <p>G7.1.1 Identify regions of the Pacific and their general characteristics of island group in each region.</p> <p>G7.2.1 Locate political entities in different Pacific regions (Melanesia and Polynesia), and explain general characteristics similarities and differences among these.</p> <p>G7.3.1 Explain concepts of sea level rise, global warming, erosion and effects on land and livelihood.</p> <p>H7.3.2 Understand flora and fauna or own island/community.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>G7.1.1 Use a globe or Pacific map to locate and name the Pacific Island groups, describe their physical characteristics and explain how they are different and similar.</p> <p>G7.2.1 Use a globe or Pacific map to locate the political entities of the Pacific countries and describe their differences and similarities</p> <p>G7.3.1a Explain sea level rise, global warming and erosion. G7.3.1b) Conduct research and document affects of global warming and sea level rise on islands where students live G7.3.1c) Conduct a survey of shoreline to determine erosion issues, create a map showing where erosion is occurring G7.3.2 Conduct a <i>wāto</i> mapping exercise of island community to determine food and medicinal plants on each <i>wāto</i>. Create a chart to show each <i>wāto</i> and the number of food plants types and varieties; do similar chart for medicinal plants.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 7



STANDARD 3 (continued) GEOGRAPHY	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>4. Human Systems: Analyze how people organize their activities on earth through their analysis of human population, cultural diversity, interdependence, settlement, and conflict and cooperation.</p> <p>5. Environment and Society: Demonstrate stewardship or earth's resources, through the understanding of society and the physical environment.</p>	<p>By the end of seventh grade students will be able to:</p> <p>G7.4.1 Explain how geographical differences dictate cultural differences among people of different jurisdictions of Melanesia.</p> <p>G7.4.2 Describe how the forces of cooperation and conflict among people influence the division and control of earth's resources by studying cooperation and conflict in the Pacific.</p> <p>G7.4.3 Analyze and evaluate the effects of a growing population on Marshallese life and culture.</p> <p>G7.5.1 Explain common environmental issues facing countries of Melanesia and Polynesia.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>G6.4.1 Conduct research and write a report that differentiate the geography of selected countries from Melanesia and Polynesia and explain how their different land forms affects people where they live, their homes, the work they do, food they eat, their transportation and the natural resources they use and cultures.</p> <p>G7.4.2 Describe incidents where cooperation and conflict between people and countries of the Pacific.</p> <p>G7.4.3a) Describe 'quality of life' in the Marshall Islands and list things and people that contribute to their quality of life.</p> <p>G7.4.3b) explain how population increase can affect quality of life of the Marshallese people.</p> <p>G7.4.3c) Describe RMI national government policy on population issues.</p> <p>G7.5.1 Identify environmental issues (climate change, depletion of energy resources) and study them to report their causes and effect on our country and make a presentation to the law makers (council members) recommending possible solutions to address these problems of environmental issues.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 7



STANDARD 4	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p style="text-align: center;">CIVICS AND GOVERNMENT</p> <p>1. Governance/Power/ Authority: Understand the way and reasons people and groups create governments and use this knowledge to make reasoned decisions</p> <p>2. Democracy: Understand and demonstrate principle and values underlying Marshallese constitution democracy.</p> <p>3. Global Cooperation/ Conflict/Interdependence: Understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</p>	<p>By the end of seventh grade students will be able to:</p> <p>CG7.1.1 Examine the structure and purposes of governments with specific emphasis on constitutional democracy (Government).</p> <p>CG7.1.2 Analyze the different functions of local and national government in the RMI and examine the reasons for the different organizational structures each level of government employs.</p> <p>CG7.2.1 Understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in any political system.</p> <p>CG7.3.1 Understand roles of international organizations, e.g. United Nations and regional organization such as the FORUM or SPC in promoting good governance.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>CG7.1.1 Explain source of authority of RMI government or other government agencies, e.g. local governments</p> <p>CG7.1.2 Explain different powers and responsibilities of different levels of government and needs of the people addressed by each level of government.</p> <p>CG7.2.1a) Explain why and how citizens' rights are protected by the constitution. CG7.2.1b) Describe why and how citizens's rights are limited. CG7.2.1c) explain concepts of majority rule, individual liberty and common good.</p> <p>CG7.3.1a) Describe how UN organizations assist RMI government and other PI governments. CG7.3.1b) Describe roles and functions of regional organizations like FORUM and SPC</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 7



STANDARD 4 (continued) CIVICS AND GOVERNMENT	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>4. Citizenship and Participation: Understand roles rights (person economic, political) and responsibilities of Marshallese citizens and exercise them in civic action.</p>	<p>By the end of seventh grade students will be able to:</p> <p>CG7.3.2 Understand the concept of strategic interest and strategic location in relation to the super-powers' interest in the Pacific region</p> <p>CG7.3.3 Explain conditions, actions, and motivations that contribute to conflict and cooperation among nations.</p> <p>CG7.4.1 Understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.</p> <p>CG7.4.2 Describe how citizens impact social and political issues.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>CG7.3.2a) Explain strategic interest and strategic location.</p> <p>CG7.3.2b) Identify and give examples of reasons why different foreign countries (super power countries) wanted our Pacific regions.</p> <p>CG7.3.3a) Give examples of regional agreements between RMI and other PI countries (regional agreements on fishing, environmental problems, health, education, economic etc.).</p> <p>CG7.3.3b) Identify how conflicts between nations are solved.</p> <p>CG7.3.3c) identify organizations in the Pacific that help solve conflicts and promote cooperation among Pacific people.</p> <p>CG4.1.1 Explain powers of government and how government uses that power to pay for goods and services to citizens.</p> <p>CG7.4.2a) Identify ways people can influence their leaders.</p> <p>CG7.4.2b) Research and explain the concepts of patriotism, volunteerism, nationalism and how they improve governmental services and activities.</p> <p>CG7.4.2c) Choose an issue and present a mini-campaign to influence the people who make decisions.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 7



<p>STANDARD 4 (continued) CIVICS AND GOVERNMENT</p>	<p>BENCHMARKS</p>	<p>SAMPLE PERFORMANCE INDICATORS</p>	<p>RESOURCES</p>
<p>5. Political Analysis: Understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions</p>	<p>By the end of seventh grade students will be able to:</p> <p>CG7.4.1 Understand the responsibilities, rights and privileges of FMI citizens.</p> <p>CG7.5.1 Develop and employ the civic skills necessary for effective, participatory citizenship.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>CG7.4.1 Explain RMI citizenship rights and responsibilities including responsibilities such as voting, jury, duty, obeying the law, and public service.</p> <p>CG7.5.1a) Conduct a survey at school to find out whether or not student/citizens understand their rights and responsibilities.</p> <p>CG7.5.1b) Prepare a report explaining how students responded and identify lessons learned from the survey.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 7



<p>STANDARD 5 ECONOMICS</p>	<p>BENCHMARKS</p>	<p>SAMPLE PERFORMANCE INDICATORS</p>	<p>RESOURCES</p>
<p>1. Limited Resources and Choice: Understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</p> <p>2. Role and Function of Markets: Understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</p>	<p>By the end of seventh grade students will be able to:</p> <p>E7.1.1 Identify similarities and differences of economic resources of Pacific Island countries.</p> <p>E7.2.1 Explain the role of agriculture, handicraft , tourism, fisheries, and mining in Pacific Island countries.</p> <p>E7.2.1 Analyze the potential costs and benefits of personal economic choices in a market economy.</p> <p>E7.2.2 Examin the interaction of individuals, communities, businesses, and governments in a market economy.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>E7.1.1 Map-out to compare and contrast the similarities and differences of economic resources of the Pacific Island countries.</p> <p>E7.1.1 Conduct research and create a chart to show levels of production of agriculture, handicraft, tourism and fisheries by different PI countries including the RMI.</p> <p>E7.2.1 Explain how scarcity impact individuals (as producers, and consumers), families, communities, and societies choices in their activities and consumption of goods and services</p> <p>E7.2.2a) Describe how effective decision making requires comparing the additional costs of alternative relative to the additional benefits received.</p> <p>E7.2.2b) Explain how a nation’s overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, business, government, and trading partners.</p> <p>E7.2.2c) Describe and provide examples of interdependence .</p> <p>E7.2.2.d) Explain how decisions made by consumers, producers and governments impact a nation’s standard of living.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 7



STANDARD 5 (continued) ECONOMICS	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>3. Economic Interdependence: Evaluate the costs and benefits of trade among individuals and nations and organizations to explain why trade results in higher overall levels of production and consumption .</p> <p>4. Role of government: Understand how the government influences the well being of people and institutions.</p>	<p>By the end of seventh grade students will be able to:</p> <p>E7.2.3 Analyze the patterns and results of international trade.</p> <p>E7.3.1 Explain how Pacific Island countries are dependent on other regions of the world. E7.3.2 Demonstrate the ways in which the means of production, distribution, and exchange indifferent economic systems have a relationship to cultural values, resources, and technologies.</p> <p>E7.4.1 Understand how governmental activities affect the local national and international economy.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>E7.2.3a) Provide examples of how market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange. E7.2.3b) Identify examples of economic cooperation among Pacific countries.</p> <p>E7.3.1 Identify examples how PI countries, including RMI, depend on other regions of the world.</p> <p>E7.3.2a) Identify and describe goods, services, and money the donor countries provided for RMI and Pacific Islands countries. E7.3.2b) Give example of how Pacific Island countries benefit from these contributions.</p> <p>E7.4.1a) Identify RMI governmental activities that affect the local, national and international economy. E7.4.1b) Compare with US governmental activities that affect national and international economy. E7.4.1c) Identify lessons learned from comparison in relation to role of government to influence people's lives.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
 PUBLIC SCHOOL SYSTEM
 CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 7



STANDARD 5 (continued) ECONOMICS	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>5. Economic Analysis: Understand and use the tools of the economist to make informed decisions</p>	<p>By the end of seventh grade students will be able to:</p> <p>.E7.f.1 Analyze the impact of government taxing and spending decisions on specific individuals, businesses, organizations and groups.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>E7.5.1a) Collect information to study the major impact of government taxation on spending decision. E7.5.1b) Collect information to determine economic activities in the Pacific Islands countries and give example of how they contribute to the National economy of their country.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 8



STANDARD 1 CULTURE	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>1. Cultural Systems : Understand culture as a system of beliefs, knowledge <i>and</i> practices.</p> <p>2. Cultural Diversity and Unity: Understand and respect the myriad of ways that society addresses human needs and wants.</p> <p>3. Cultural Dynamics/ Change and Continuity: Understand culture as dynamic, selective, adaptive and ever changing.</p>	<p>By the end of eighth grade students will be able to:</p> <p>C8.1.1 Understand <i>Joor Lañ</i> or indigenous knowledge systems related to the sky.</p> <p>C8.2.1 Demonstrate appropriate cooking and fishing skills.</p> <p>C8.3.1 Understand cultural change and continuity relative Pacific cultures and people.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>C8.1.1 Demonstrate indigenous knowledge and application to their everyday live of</p> <ol style="list-style-type: none"> a) weather patterns. b) names and types of clouds and what they mean. c) phases of the moon and what they signify. d) winds and what they signify. e) names and types of lightening and rain. f) names of spirits that live in the sky. g) sun, stars, and constellations. <p>C8.2.1 Demonstrate cooking skills of making <i>bwiro</i> Weaving <i>āj jēnae, deel, jakiin eon tebōll, iiep, jepko, needed im wōjlā,</i> and fishing skills as <i>Ja-tippān</i> and <i>ekkorakaak</i>.</p> <p>C8.3.1 Explain adaptive strategies used by Pacific people to preserve their cultures over time. Create and illustrate a timeline of changes in specific cultural activity (food, clothing, transport) overtime.</p>	<p>Mwekto, <i>Kejparok Manit im Men ko Bwinnid. JorKo Jilu,</i> and interview expert people in the community</p> <p>Research/Interview elders in the community</p> <p>Student Test Exploring Our World</p> <p>TM Exploring Our World</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 8



<p>STANDARD 1 (continued) CULTURE</p> <p>4. Cultural inquires: Use the tools and methodology of social scientists to explain and interpret ideas and events</p>	<p>BENCHMARKS</p> <p>By the end of eighth grade students will be able to:</p> <p>C8.4.1 Inquire into the knowledge and cultural concepts associated with <i>Ikid deŋ an Lainjin</i></p>	<p>SAMPLE PERFORMANCE INDICATORS</p> <p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>C8.4.1 Explain importance of the <i>Ikid</i> and identify Marshallese knowledge contained in the <i>Ikid</i> .</p>	<p>RESOURCES</p> <p>Student Test Exploring Our World</p> <p>TM Exploring Our World</p>
<p>STANDARD 2 HISTORY</p> <p>1. Change, Continuity and Causality: Student employ chronology to understand change and/or continuity and cause and/or effect in history.</p> <p>2. Historical Empathy: Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems and decision making.</p>	<p>H8.1.1 Understand the impact of time, continuity and change on individuals and societies.</p> <p>H8.1.2 Evaluate the influence/ impact of various cultural groups, philosophies, and religions on the development of the RMI</p>	<p>H8.1.1a) Explain how original people settle islands in the Pacific.</p> <p>H8.1.1b) Illustrate migration patterns of early settlers to Micronesia, including RMI and indicate timeline of migration.</p> <p>H81.1c) Compare and contrast different patterns of movement of people and goods in selected parts of the world..3.1</p> <p>H8.2.1 Explain roles and impact of whalers, missionaries and traders on Pacific countries and people, e.g. a) create a chart to describe impacts of whatlers missionaries and different colonial powers on lives in the Marshall Islands and b) Higllight positive and negative impacts on cultures and lives of the people</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 8



STANDARD 2 (continued) HISTORY	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>3. Historical Inquiry: Students use the tools and methods of historians in transform learning from memorizing historical data to “doing history.”</p> <p>4. Historical Perspectives and Interpretations: Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</p>	<p>By the end of eighth grade students will be able to:</p> <p>H8.3.1 Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>H8.1.1a) Explain how original people settle islands in the Pacific. H8.1.1b) Illustrate migration patterns of early settlers to Micronesia, including RMI, and indicate timeline of migration. H8.1.1c) Compare and contrast different patterns of movement of people and goods in selected parts of the world.</p> <p>H8.4.1 Explain western imperialism and colonization. Describe different perspectives of these concepts relative to US foreign policies in the RMI and other places in the Pacific.</p>	<p>Research at <i>A/e/e</i></p> <p>Student Test Exploring Our World</p> <p>TM Exploring Our World</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 8



<p style="text-align: center;">STANDARD 3 GEOGRAPHY</p>	<p style="text-align: center;">BENCHMARKS</p>	<p style="text-align: center;">SAMPLE PERFORMANCE INDICATORS</p>	<p style="text-align: center;">RESOURCES</p>
<p>1. World Spatial Terms: Use geographic representations to organize, analyze, and present information on people, places and environment.</p> <p>2. Places and Regions: Understand how distinct physical and human characteristics shape places and regions.</p>	<p>By the end of eighth grade students will be able to:</p> <p>G8.1.1 Develop a personal geographic framework, or “mental map*” and understand the uses of maps and other geo-graphics</p> <p>G8.2.1 Explain various geographic locations including people, places, resources, climate and environment and how geography affects the choices of people and how choices affect the environment.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>G8.1.1a) Formulate mental maps that summarize differences and similarities about place.</p> <p>G8.1.1b) Explain how differences and similarities in mental maps lead to conflict or cooperation and the exchange of goods and ideas between people.</p> <p>B8.2.1a) Understand sub-regions of the world.</p> <p>E8.2.1b) Describe and illustrate physical features, political divisions, people, climate, resources and human settlements of sub-regions of the world.</p> <p>E8.2.1c) Explain how environment affects choices people make for food, transport, etc.</p>	<p>Student Test Exploring Our World</p> <p>TM Exploring Our World</p>

*A mental map of [South American](#) would recognize the long Andes mountain chain that runs across the north and down the west side of the continent, separated in Bolivia by a high plateau containing Lake Titicaca. To the east of the Andes lie the Guiana Highlands and Brazilian highlands, separated by the Orinoco and Amazon river systems. The southern Brazilian highlands are drained by branches of the Parana-Paraguay river system that terminates in the Río de la Plata. Inland from Buenos Aires lies the flat pampas, and to the south, the arid plateau of Patagonia. Climatically, most of South America east of the Andes experiences tropical weather: warm temperatures throughout the year with wet and dry seasons. To the west, from northern Peru to Central Chile lies the dry Atacama Desert. A major concept embedded in human adaptation to the natural environment is the role of altitude that modifies the tropical climate otherwise expected at low latitudes and allows raising mid-latitude crops in small micro-ecologies found at higher elevations. Argentina, Uruguay, and Chile are the only South American areas of temperate, mid-latitude climate. Chile is like the U.S. west coast, and Argentina and Uruguay are like the eastern U.S. seaboard. South Americans live disproportionately in major cities. A mental map of the sub-region would include at a minimum Caracas, Rio de Janeiro, Sao Paulo, Buenos Aires, Montevideo, Santiago, Lima, and Bogotá.

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 8



<p>STANDARD 3 (continued) GEOGRAPHY</p>	<p>BENCHMARKS</p>	<p>SAMPLE PERFORMANCE INDICATORS</p>	<p>RESOURCES</p>
<p>3. Physical Systems: Understand how physical processes shape Earth's surface and create, sustain, and modify ecosystems.</p>	<p>By the end of eighth grade students will be able to:</p> <p>G8.2.2 Understand geographic concepts and tools</p> <p>G8.3.1 Apply knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions</p> <p>G8.3.2 Compare and contrast major island/entities in the Pacific.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>G8.2.2a) Use political, topographic maps, globes, atlases, grid systems, charts and graphs to collect information about RMI and selected places in the Pacific Rim; b) Use three different resources to get information about population density, availability of land and water resources.</p> <p>G8.3.1 Explain how water, ocean, wind and rain altered earth surface and people's lives.</p> <p>G8.3.2a) Compare similarities and differences of life on atoll to life on high islands.</p> <p>G8.3.2b) Compare and contrasts life in cold climatic region to warmer regions of the world.</p>	<p>Student Test Exploring Our World</p> <p>TM Exploring Our World</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 8



<p>STANDARD 3 (continued) GEOGRAPHY</p>	<p>BENCHMARKS</p>	<p>SAMPLE PERFORMANCE INDICATORS</p>	<p>RESOURCES</p>
<p>4. Human Systems: Analyze how people organize their activities on earth through their analysis of human population, cultural diversity, interdependence, settlement, and conflict and cooperation.</p> <p>5. Environment and Society: Demonstrate stewardship or earth's resources, through the understanding of society and the physical environment</p>	<p>By the end of eighth grade students will be able to:</p> <p>G8.4.1 Develop an understanding of the diversity of human culture and the unique nature of places.</p> <p>G8.4.2 Students will identify and explain the major cultural patterns of human activity in the world's sub-regions</p> <p>G8.5.1 Develop acknowledge of the ways humans modify and respond to the natural environment.</p> <p>G8.5.2 Demonstrate caring and respect for world environments through active involvement in conservation and careful resource choices.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>G8.4.1.Explain how places are unique associations of natural environments and human cultural modifications.</p> <p>SS.G8.4.1a) Describe how concepts of site and situation can explain the uniqueness of places. (As site or situation change, so also does the character of a place.)</p> <p>G8.4.2a) Describe what makes a place culturally unique by researching different countries and make a comparative chart of similarities and differences.</p> <p>G8.4.2b) Explain conditions that contribute to cultures spread.</p> <p>G8.5.1.Describe how human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment</p> <p>G8.5.2a) Describe the effects of expanded use of fossil fuels, and burning of tropical forests on the RMI and other environment around the world</p> <p>G8.5.2b) Identify and name countries that are fishing in the RMI water and describe the effects of their fishing on ocean resources</p> <p>G8.5.2c)Describe the effect of dredging in a coral environment</p> <p>G8.5.2d) Describe two decisions that are intended to save the world environment</p> <p>G8.5.2e) Identify and demonstrate specific things that can be done to protect the environment and its resources.</p>	<p>Student Test</p> <p>Exploring Our World</p> <p>TM Exploring Our World</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 8



<p>STANDARD 4 CIVICS AND GOVERNMENT</p>	<p>BENCHMARKS</p>	<p>SAMPLE PERFORMANCE INDICATORS</p>	<p>RESOURCES</p>
<p>1. Governance/Power/ Authority: Understand the way and reasons people and groups create governments and use this knowledge to make reasoned decisions</p> <p>2. Democracy: Understand and demonstrate principle and values underlying Marshallese constitution democracy.</p> <p>3. Global Cooperation/ Conflict/Interdependence: Understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</p>	<p>By the end of eighth grade students will be able to:</p> <p>CG8.1.1 Explain the superpowers interest in the Pacific region.</p> <p>CG8.2.1 Describe accountability and transparency in government.</p> <p>CG8.3.1 Identify common issues connecting countries and peoples of the Pacific.</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>CG8.1.1.1 Identify “superpower” countries and describe relationships and interests in selected PI countries</p> <p>CG8.2.1a) Explain what accountability and transparency in government is and why it is important. CG8.2.1b) b) provide examples of how a government can be accountable or transparent.</p> <p>CG8.2.1 Demonstrate orally or in writing how similarities in cultures (food, clothing, housing and transport, social relationships) connect Pacific peoples</p>	<p>Student Test Exploring Our World</p> <p>TM Exploring Our World</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 8



<p>STANDARD 4 (continued) CIVICS AND GOVERNMENT</p>	<p>BENCHMARKS</p>	<p>SAMPLE PERFORMANCE INDICATORS</p>	<p>RESOURCES</p>
<p>4. Citizenship and Participation: Understand roles rights (person economic, political) and responsibilities of Marshallese citizens and exercise them in civic action.</p> <p>5. Political Analysis: Understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions</p>	<p>By the end of eighth grade students will be able to:</p> <p>CG8.4.1.1 Understand the responsibilities, rights, and privileges of RMI citizens</p> <p>CG8.5.1 Develop and employ the civic skills necessary for effective, participatory citizenship</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>CG8.4.1 Explain RMI citizenship rights and responsibilities including responsibilities such as voting, jury duty, obeying the law, and public service.</p> <p>CG8.4.2 Describe the election process and appointment of officials.</p> <p>CG8.4.3 Describe the impact of the media on public opinion and policy.</p> <p>CG8.4.4 Compare the election process at the local and national levels of government, e.g., nomination and promotion of candidates for elective office similarities and differences between the major political parties; voter turnout; evaluate the accuracy of campaign advertising; and recognize bias and identify how media reports, analysis, and editorials are different.</p> <p>CG8.5.1a) Conduct survey at school to find out whether or not students/citizens understand their rights and responsibilities. CG8.5.1b) Prepare a report to explain how students responded and identify lessons learned from survey.</p>	<p>Student Test Exploring Our World</p> <p>TM Exploring Our World</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 8



<p>STANDARD 5 ECONOMICS</p>	<p>BENCHMARKS</p>	<p>SAMPLE PERFORMANCE INDICATORS</p>	<p>RESOURCES</p>
<p>1. Limited Resources and Choice: Understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</p> <p>2. Role and Function of Markets: Understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</p> <p>3. Economic Interdependence: Evaluate the costs and benefits of trade among individuals and nations and organizations to explain why trade results in higher overall levels of production and consumption .</p>	<p>By the end of eighth grade students will be able to:</p> <p>E8.1.1 Understand different types of economic systems and how they change.</p> <p>E8.2.1 Demonstrate ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p> <p>E8.2.2. Identify how fundamental characteristics of a market system (e.g., private property, profits and competition, businesses, labor, banks and government) influence decision making;</p> <p>E8.3.1 Examine the patterns and results of international trade</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>E8.1.1. Describe types of economic system (traditional, command, market, and mixed market) and how they impact a society’s standard of living.</p> <p>E8.2.1. Explain cultural values (include religious beliefs, governmental structures, and customs) that influence economic decisions.</p> <p>E8.2.2. Explain the concepts and functions of private property, profits and competition, business, labor and banks</p> <p>E8.3.1 Explain how government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations</p>	<p>Student Test Exploring Our World</p> <p>TM Exploring Our World</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 8



STANDARD 5 (continued) ECONOMICS	BENCHMARKS	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>4. Role of government: Understand how the government influences the well being of people and institutions</p> <p>5. Economic Analysis: Understand and use the tools of the economist to make informed decisions</p>	<p>By the end of eighth grade students will be able to:</p> <p>E8.4.1 Identify governmental activities</p> <p>E8.5.1 Understand the impact of fluctuations in the U.S market economy on RMI economy</p>	<p>Students will be achieving the benchmarks in vernacular or English, when they, for example:</p> <p>E8.4.1 Explain how governmental activities, such as wars, affect national and international economies.</p> <p>E8.5.1 Conduct an analysis of U.S. inflation rate over a period of time and explain how fluctuation in those rates affect peoples' livelihood in the RMI.</p>	<p>Student Test Exploring Our World</p> <p>TM Exploring Our World</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade Pre 9



STANDARD 1 Students will know and understand the geography, history, culture, and politics of Marshallese society and be able to appreciate its relationships with and to other societies

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade Pre 9 students will be able to: P9.1.1 Identify major events and important dates in Marshallese history.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Create a timeline of major events in the Marshallese history from the pre-colonial period through the present day to include the period of early settlement, the waves of foreign contact, colonization and independence. 	<p>Student Text: Etto Ñan Raan Kein A Marshall Islands History by Julianne M. Walsh</p>
<p>P9.1.2 Evaluate both traditional and modern understanding of geographical terms, tools and concepts.</p>	<ul style="list-style-type: none"> • Identify, analyse, and use where possible both foreign and local geographic concepts and tools, such as Western maps, globes, atlases as compared to traditional Marshallese Stick-Charts, star systems and geographical symbols. 	
<p>P9.1.3 Describe the impact of the Atoll environment on Marshallese society in comparison with other Pacific island societies.</p>	<ul style="list-style-type: none"> • Compare the use of land and ocean resources in the RMI overtime. • Describe how these resources have been abused or conserved • Suggest ways of resource conservation • Analyse the impact of climate change on the local environments and its impact on peoples' ways of life. 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade Pre 9



STANDARD 1 Students will know and understand the geography, history, culture, and politics of Marshallese society and be able to appreciate its relationships with and to other societies

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade Pre 9 students will be able to: P9.1.4 Explain and describe aspects of Marshallese Social and Power structures over time, including the role of the leaders (traditional, spiritual and political), family dynamics and land tenure.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Research using Place, Project-Based Learning (PPBL) • Interview Marshallese Elders to collect information on traditional values and practices. Examine how these may or may not have changed over time. • Research and interpret Marshallese Proverbs and legends to understand traditional values. • Illustrate linkages between leadership roles, family dynamics and land tenure through genealogy projects. • Describe the different roles and influence of traditional, spiritual and political leaders in Marshallese Society. 	<p>Student Text: Etto Ñan Raan Kein A Marshall Islands History by Julianne M. Walsh</p>
<p>P9.1.5 Demonstrate understanding and appreciation of the various traditional forms of knowledge and skills in Marshallese culture, such as traditional medicines, navigation, story-telling, and arts & handicrafts. Compare and evaluate the above with modern forms of knowledge</p>	<ul style="list-style-type: none"> • Research using Place, Project-Based Learning (PPBL) • Interview Marshallese Elders, Church Leaders, Political Leaders to collect information • Describe the changes and impact of the Western influence seen with Marshallese ways of life • Debate the value of traditional knowledge as compared to modern systems of learning. 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade Pre 9



STANDARD 2 Students will know and understand Marshall Islands Economy and appreciate the country’s commitment to create a self-sustainable economy for future generations.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade Pre 9 students will be able to: P9.2.1 Describe the economy of Marshall Islands and how the economy influences the Marshallese culture.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify various examples of subsistence and cash economy in the RMI • Identify examples of modern economy in the RMI • Analyse the transition from subsistence to cash economy in the RMI and how economic changes have affected the Marshallese way of life. 	<p>Student Text: Etto Ñan Raan Kein A Marshall Islands History by Julianne M. Walsh</p>
<p>P9.2.2 Evaluate the economic future of the Marshall Islands and options for future generations.</p>	<ul style="list-style-type: none"> • Research using Place, Project-Based Learning (PPBL) on future economic growth in the RMI and present findings to a wider audience. 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 9



STANDARD 1 Students will know and understand the geography, history, culture, politics and economics of Marshallese society and be able to appreciate its relationships with and to other societies

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 9 students will be able to:</p> <p>9.1.1 Identify major events and important dates in Marshallese history.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Create a timeline of major events in Marshallese history from the pre-colonial period through the present day to include the period of early settlement, the waves of foreign contact, colonization and independence. 	<p>Student Text Pacific Nations and Territories</p>
<p>9.1.2 Evaluate both traditional and modern understanding of geographical terms, tools, and concepts.</p>	<ul style="list-style-type: none"> • Identify, analyze and use where possible both foreign and local geographic concepts and tools, such as Western maps, globes, atlases as compared to Marshallese stick charts, star systems, and geographical symbols. 	
<p>9.1.3 Evaluate the impact of the atoll environment on Marshallese society in comparison with other Pacific island societies.</p>	<ul style="list-style-type: none"> • Examine land and ocean resources in the RMI and changes in how Marshallese have used, for better or worse, these resources over time. • Analyze the impact of global environment trends, such as climate change, on the local resource base and way of life. 	
<p>9.1.4 Explain and describe aspects of Marshallese social and power structures over time, including the role leaders (tradition, spiritual and political), family dynamics, and land tenure.</p>	<ul style="list-style-type: none"> • Interview Marshallese elders to collect information on traditional values and practices. Examine how these may or may no have changed over time. 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 9



STANDARD 1 Students will know and understand the geography, history, culture, politics and economics of Marshallese society and be able to appreciate its relationships with and to other societies

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 9 students will be able to: 9.1.4 (continued)</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Research and interpret Marshallese proverbs and legends to understand traditional values. • Illustrate linkages between leadership roles, family dynamics and land tenure through genealogy projects. • Describe the different roles and influence of traditional, spiritual, and political leaders in Marshallese society. 	<p>Student Text Pacific Nations and Territories</p>
<p>9.1.5 Demonstrate understanding and appreciation of the various traditional forms of knowledge and skills in Marshallese culture, such as traditional medicine, navigation, fortune telling, and the arts. Compare with modern forms of knowledge and evaluate the place of each in present day society.</p>	<ul style="list-style-type: none"> • Debate the value of traditional knowledge as compared to modern systems of learning. 	
<p>9.1.6 Describe the economy of Marshallese society over time and how economy influenced Marshallese culture.</p>	<p>Analyze the transition from subsistence to cash economy in the RMI and how economic changes have affected the Marshallese way of life.</p>	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 9



STANDARD 1 Students will know and understand the geography, history, culture, politics and economics of Marshallese society and be able to appreciate its relationships with and to other societies

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 9 students will be able to:</p> <p>9.1.7 Evaluate the economic future of the Marshall Islands and options for future generations.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Research possible areas of future economic growth in the Marshall Islands and present finding to a wider audience. 	<p>Student Text Pacific Nations and Territories</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 9



STANDARD 2 Culture - Students will know and understand their family structure and practices within the cultural context and will preserve its values. Students will also gain knowledge of other cultures and demonstrate respect and appreciation

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 9 students will be able to: 9.2.1 Demonstrate knowledge and understanding of the roles of leaders (Irooj, political and spiritual) .</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify and describe the traditional leaders in Marshallese society. • Give examples and explain how they look after the people in the society. • Compare the roles of the Marshallese Irooj, political and spiritual leaders in Marshallese society. • Identify, describe and explain how Pacific traditional leaders manage to take care of their people 	<p>Student Text Pacific Nations and Territories</p>
<p>9.2.2 Compare the roles and responsibilities of the Marshallese Irooj with other traditional leaders in the Pacific, Asia and the world.</p>	<ul style="list-style-type: none"> • Compare the roles of the Irooj with other Pacific Island Irooj. • Compare how Marshallese people show respect to their Irooj with other islands in the Pacific. • Describe and explain how traditional Irooj in the Pacific respect their people. 	
<p>9.2.3 Explain and compare the roles and relationships among males and females, children, youth, and adults in Marshallese and other cultures.</p>	<ul style="list-style-type: none"> • Identify and describe how work is divided among male, female, children, youth, and adults. • Give examples of chores that are divided among the people and compare with other Pacific islands. 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 9



STANDARD 2 Culture - Students will know and understand their family structure and practices within the cultural context and will preserve its values. Students will also gain knowledge of other cultures and demonstrate respect and appreciation for cultural diversity.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 9 students will be able to: 9.2.4 Demonstrate how Marshallese young people show appreciation, respect and caring for their culture.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify and describe ways Marshallese show appreciation, respect and care for their culture. • Compare ways people in the Pacific learn their culture and give examples from at least three other cultures. • Identify and describe how Pacific people can preserve their culture. 	<p>Student Text Pacific Nations and Territories</p>
<p>9.2.5 Identify and describe how Pacific people can preserve culture.</p>	<ul style="list-style-type: none"> • Demonstrate ways they can help preserve the culture. 	
<p>9.2.6 Compare the core values of Marshallese culture with those of other cultures to identify common values and values which are different from Marshallese culture.</p>	<ul style="list-style-type: none"> • Describe ways other Pacific people show respect, caring and appreciation to each other. • Compare Marshallese ways of showing appreciation and respect with people in other areas of the Pacific. • Identify and describe common and different values within the Pacific islands cultures of Micronesia, Melanesia and Polynesia. • Choose a culture from Oceania, the Pacific Rim or Asia and research its culture and then compare the values and practices of that culture with Marshallese culture. 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 9



STANDARD 2 Culture - Students will know and understand their family structure and practices within the cultural context and will preserve its values. Students will also gain knowledge of other cultures and demonstrate respect and appreciation for cultural diversity.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 9 students will be able to: 9.2.7 Gather information about ways that values like sharing were shown in the past and how they are practiced now.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Research and report the specific similarities and differences in ways Marshallese cultural values were shown in the past and today. • Make a presentation of what was learned. 	<p>Student Text Pacific Nations and Territories</p>
<p>9.2.8 Evaluate the effects of current cultural practices and recommend how to maintain the values of the culture, but change harmful practices</p>	<ul style="list-style-type: none"> • Choose a change in Marshallese cultural practices from the past and explain whether the change is one that has had positive or harmful effects. 	

STANDARD 3 History - Students will have an understanding of the impact of time, continuity and change on individuals and societies.

<p>9.3.1 Demonstrate knowledge and understanding of history across the Pacific and the world.</p>	<ul style="list-style-type: none"> • Choose a Pacific island country in Melanesia or Polynesia and research its history, including important people, events, and changes over time. • Choose a Pacific Rim or Asian country and research its history including important people, events and changes over time. • Present a report on each of the countries that have been studied to help others understand its history. • Make a timeline that shows important events in the countries studied and the Marshall Islands. 	<p>Student Text Pacific Nations and Territories</p>
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REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 9



STANDARD 3 History - Students will have an understanding of the impact of time, continuity and change on individuals and societies.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 9 students will be able to: 9.3.1 (continued)</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Use the research and timeline to compare the history of World War II in the Marshall Islands and other areas of the Pacific and explain how the war affected the lives of the people, the land and the environment. • Identify and describe things that are still the same and things that are different today in the life of the people and explain why they are still the same or different. • Identify changes that are happening on the islands and describe if these changes have had a positive or negative impact. Give examples. 	<p>Student Text Pacific Nations and Territories</p>
<p>9.3.2 Apply ways of thinking and decision making that come from an understanding of history.</p>	<ul style="list-style-type: none"> • Review and give specific examples of the effects of changes in the Marshall Islands, Pacific nations and Asia. • Read and examine a Pacific nations timeline to show if Pacific events happened at the same time during a period of time. • Collect information about decision making of people long ago and evaluate the result. • Identify and describe good and bad impact of decisions made without careful thought. • Analyze a current issue and use what has been learned from history to make and explain a recom- 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 9



STANDARD 4 Geography - Students will study various geographic locations including people, places, resources, climate, and environment and how geography affects the choices of people and how people’s choices affect the environment.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 9 students will be able to: 9.4.1 Demonstrate understanding of geographic concepts and tools.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Use resources to study selected areas in the Pacific islands. • Use charts and graphs to study the population density of RMI and compare it with other Pacific islands. • Describe how geography affects the life of the people in the Pacific island nations. • Use at least three geographic tools to study how geography affects the way people use land and water resources. • Make a report on the patterns of movement of people and goods around the Pacific. 	<p>Student Text Pacific Nations and Territories</p>
<p>9.4.2 Describe physical system changes in various parts of the world and identify patterns in these systems in selected areas of the world.</p>	<ul style="list-style-type: none"> • Describe and explain how seasons change in Pacific islands nations. • Describe the ‘greenhouse effect’, what causes it, and give at least two examples of changes in the Marshall Islands that may be evidence of the greenhouse effect. • Name islands in the Pacific that frequently have tidal waves and explain what causes them. • Describe what people can do to protect themselves from tidal waves, strong winds, and typhoons. 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 9



STANDARD 3 Geography - Students will study various geographic locations including people, places, resources, climate, and environment and how geography affects the choices of people and how people’s choices affect the environment.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 9 students will be able to:</p> <p>9.4.3 Apply geographic understanding to analyze and evaluate alternative uses of land and ocean resources in selected areas of the world.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Compare how the use of land and resources in Pacific Islands are similar and different. • Examine new ways or methods of using the land and ocean resources. • Research how other places in Oceania, the Pacific Rim and Asia use their land and ocean resources. • Present the study and together evaluate the results of the information from different places to recommend effective uses of RMI land and ocean resources. 	<p>Student Text Pacific Nations and Territories</p>
<p>9.4.4 Demonstrate caring and respect for world environments through active involvement in conservation and careful resource choices.</p>	<ul style="list-style-type: none"> • Describe specific ways that cutting down trees and throwing away trash will cause damage to the environment. • Identify and describe at least four other things that damage the environment. • Describe and explain how people can conserve land and other natural resources. • Describe and demonstrate ways positive choices can be made to save the environment and resources. • Keep a record that show the things done each month to promote conservation and make careful resource choices. 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 9



STANDARD 5 Citizenship and government - Students will understand the development, functions, and structure of power, authority and governance in their society and other parts of the world. They will use their knowledge and understanding to compare and evaluate different forms of government.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 9 students will be able to:</p> <p>9.5.1 Identify and describe the characteristics of different forms of government in Pacific island nations, the Pacific Rim, Asia, and around the world.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify and describe the RMI form of government. • Collect information on different forms of government in Pacific island nations, the Pacific Rim and Asia. • Select nations with forms of government different from RMI to study and report how their governments are different. • Compare the forms of government in selected areas in the Pacific. 	<p>Student Text Pacific Nations and Territories</p>
<p>9.5.2 Compare the roles of citizens in different forms of government and compare the role of government in the lives of people living in the nations that have forms of government unlike the RMI.</p>	<ul style="list-style-type: none"> • Compare the role and responsibilities of citizens of RMI with other nations in the Pacific islands, Pacific Rim and Asia. • Compare and contrast the roles of RMI government to its people with other Pacific island nations. • Compare and contrast how RMI citizens select their leaders with other Pacific nations, Pacific Rim and Asian nations. • Compare the right of RMI citizens with the rights of citizens in other parts of the Pacific and Asia. 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 9



STANDARD 4 Citizenship and government - Students will understand the development, functions, and structure of power, authority and governance in their society and other parts of the world. They will use their knowledge and understanding to compare and evaluate different forms of government.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 9 students will be able to:</p> <p>9.5.3 Apply knowledge and understanding of government and civics to evaluate different forms of government (traditional, representative democracy, monarchy, dictatorship).</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Make a chart that shows the characteristics of three different forms of government in the Pacific and Asia including how leaders are chosen, who chooses leaders, who makes government decisions, basic rights of citizens, how governments change and how citizens are treated. • Identify the characteristics of government that are thought to be the most important and explain. • Use what has been learned about what has been learned about different forms of government to create a description of an 'ideal' government and explain choices. 	<p>Student Text Pacific Nations and Territories</p>
<p>9.5.4 Use knowledge of government to take action and influence decisions for policy makers.</p>	<ul style="list-style-type: none"> • Identify and describe ways people can influence their leaders. • Identify and describe issues people can bring up to their leaders for consideration. • Describe how policy makers influence their voters for support. • Choose an issue and present a mini campaign to influence the people who make dec 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 9



STANDARD 5 Citizenship and government - Students will understand the development, functions, and structure of power, authority and governance in their society and other parts of the world. They will use their knowledge and understanding to compare and evaluate different forms of government.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 9 students will be able to: 9.5.5 Explain conditions, actions, and motivations that contribute to conflict and cooperation among nations</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify and describe at least three serious conflicts between Pacific island nations. • Describe and explain how conflicts between nations are solved. • Identify and describe organizations in the Pacific and Asia that help solve conflicts and promote cooperation among Pacific people. • Identify organizations in the Pacific that RMI has joined and describe a conflict that has been solved through the efforts of a regional or international organization. • Give at least two examples of cooperation between Pacific and Asian nations. 	<p>Student Text Pacific Nations and Territories</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 10



STANDARD 1 Students will know the physical geographic concepts of place and location (including the globe, latitude and longitude), as well as understand the geographic concepts of map skills, resources, climate, and environments for the global regions of the Pacific Rim, the United States, and Asia.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 10 students will be able to:</p> <p>10.1.1 Describe the concepts of place and location and apply them to the globe.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> Compare and contrast the concepts of place and location while being able to identify specific examples using the globe. 	<p>Student Text World Geography and Culture</p> <p>TM World Geography</p>
<p>10.1.2 Identify and describe the hierarchy involved in categorizing land on the earth</p>	<ul style="list-style-type: none"> Identify the seven continents on the globe and give examples of land categorization such as countries and borders, cities and territories, town villages, communities, districts, etc. 	
<p>10.1.3 Identify the various geographical uses of latitude and longitude and apply these use to the globe.</p>	<ul style="list-style-type: none"> Evaluate relative size and distance of locations on the earth by using latitude and longitude. Identify times zones through the use of latitude. Identify different times zones through the use of longitude as well as calculate time differences by using time zone charts and the globe. 	
<p>10.1.4 Compare and contrast the usefulness of various types of maps as well as practice general map skills.</p>	<ul style="list-style-type: none"> Identify various parts of a map including the compass, map key, legend, map symbols, etc. Demonstrate the proper use of maps in identifying location, directions and gathering information assessed through various map reading activities. 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 10



STANDARD 1 Students will know the physical geographic concepts of place and location (including the globe, latitude and longitude), as well as understand the geographic concepts of map skills, resources, climate, and environments for the global regions of the Pacific Rim, the United States, and Asia.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 10 students will be able to:</p> <p>10.1.5 Examine how environment affects the lives and choices of humans and how the lives and choices of humans affect the environment.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify and describe the various components of an environment including landforms, water, weather/ climate, vegetation, natural resources, etc. • Discuss the human impact on the various components of an environment and the impact the environment has on human lives and choices. 	<p>Student Text World Geography and Culture</p> <p>TM World Geography</p>

STANDARD 2 Students will understand the cultural geographic concepts of people, government, and economy for the global region of the Pacific Rim, the United States, and Southeast Asia.

<p>10.2.1 Identify and describe the role of culture in a society and how it affects the people living in a certain geographic region.</p>	<ul style="list-style-type: none"> • Examine the various characteristics of a group of people and their culture including, ethnic group, language, religion, social structure, family structure, gender roles, customs traditions, etc. • Compare and contrast examples of these characteristics from different cultural regions around the world. 	<p>Student Text World Geography and Culture</p> <p>TM World Geography</p>
<p>10.2.2 Identify and examine the role of government in a culture.</p>	<ul style="list-style-type: none"> • Compare and contrast specific government structures including: democracy, monarchy, republic, dictatorship, communism, socialism, etc. 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 10



STANDARD 2 Students will understand the cultural geographic concepts of people, government, and economy for the global region of the Pacific Rim, the United States, and Southeast Asia.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 10 students will be able to:</p> <p>10.2.3 Identify and describe the role of natural resources in a cultural region.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Examine how natural resources influence the following aspects of economy: employment, the standard of living, trade, etc. • Research the physical geography and the cultural geography concepts of people, culture, government, and economy of three regions: the Pacific Rim, the United States, and Southeast Asia. 	<p>Student Text World Geography and Culture</p> <p>TM World Geography</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES



Grade 11 World History

STANDARD 1 Democracy - Students will trace and link of the development of democratic ideologies from Ancient Greece and Rome, England, the American and French Revolution to the improvement/outcomes of modern

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 11 students will be able to:</p> <p>11.1.1 Describe and explain the development of democracy by the Greeks and the Roman and its relevance to RMI,</p> <p>11.1.2 Describe and explain the development of democracy and human rights by the English and its relevance to the RMI</p> <p>11.1.3 Describe and explain the development of democracy during the American Revolution and its relevance to the RMI</p> <p>11.1.4 Describe and explain the development of human rights during the French Revolution and its relevance to the RMI</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Explain different date terms and create relevant timelines sequencing events of the past. • Locate and measure distance on the important places that will be included in the topics by using maps/globes. • Explain in essay format the relevance of the development of democracy in a Marshallese context • Comprehend the different development of democracy from the past to what we are practicing now in the RMI 	<p>McGraw Hill – World History & Geography (Modern Times)</p> <p>Glencoe – Human Heritage (A World History)</p> <p>Wall Maps, Globes, Previous Students Posters, Previous Students Notes, DVDs, Youtube Clips, Google</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES



Grade 11 World History

STANDARD 2 Christianity - Students will know the major steps in the development of Christianity and reasons that led to the Protestant Reformation

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 11 students will be able to:</p> <p>11.2.1 Portray the historical origins and development of Christianity.</p> <p>11.2.2 Describe The Protestant Reformation and how it has influenced the societies today.</p> <p>11.2.3. Describe the Catholic Reformation in the 16th Century and its relevance today.</p> <p>11.2.4 Describe the growth of Islam and its relevance to the RMI</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Explain different date terms and create relevant timelines sequencing events of the past. • Locate and measure distance on the important places that will be included in the topics by using maps/ globes • Comprehend and write on how Christianity has influenced Marshallese society. • Comprehend the development of early ancient churches and trace their history of its existence in the RMI 	<p>McGraw Hill – World History & Geography (Modern Times)</p> <p>Glencoe – Human Heritage (A World History)</p> <p>Wall Maps, Globes, Previous Students Posters, Previous Students Notes, DVDs, Youtube Clips, Google</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES



Grade 11 World History

STANDARD 3 Students will identify and analyze the causes and effects of explorations and Imperialism

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 11 students will be able to:</p> <p>11.3.1 Describe the motives of European Explorations</p> <p>11.3.2 Identify and describe early exploring nations and famous explorers</p> <p>11.3.3 Identify and discuss the changes that resulted from the European Age of Exploration</p> <p>11.3.4 Describe how colonial powers took over other territories and Imperialism</p> <p>11.3.5 Describe the impact of Imperialism on native people</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Explain different date terms and create relevant timelines sequencing events of the past. • Locate and measure distance on the important places that will be included in the topics by using maps/globes. • Write a report on the influences that is negative or positive of European exploration in the RMI, • Understand and present on the legacy of colonial rule and influences that is still evident in Marshallese society today, 	<p>McGraw Hill – World History & Geography (Modern Times)</p> <p>Glencoe – Human Heritage (A World History)</p> <p>Wall Maps, Globes, Previous Students Posters, Previous Students Notes, DVDs, Youtube Clips, Google</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES



Grade 11 World History

STANDARD 4 Students will analyze the causes, course and effect of the First World War and how it led to other wars and modern contemporary global issues and challenges

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of grade 11 students will be able to:	Students will be achieving the outcome when they, for example:	McGraw Hill – World History & Geography (Modern Times)
11.4.1 Describe the causes and effect of World War I.	<ul style="list-style-type: none"> • Explain different date terms and create relevant timelines sequencing events of the past • Locate and measure distance on the important places that will be included in the topics by using maps/ globes 	Glencoe – Human Heritage (A World History)
11.4.2 Describe the rise of different Political Ideologies	<ul style="list-style-type: none"> • Compare and Contrast the effects of both World Wars • Compare and Contrast different political ideologies and the impacts it has on the society 	Wall Maps, Globes, Previous Students Posters, Previous Students Notes, DVDs, Youtube Clips, Google
11.4.3 Describe the causes and effect of WWII	<ul style="list-style-type: none"> • Comprehend and write on major social and environmental issues and how it effects the RMI today • Connect their Project Based Learning to the environmental issue they studied and present it 	
11.4.4 Describe a social and environmental issues the world faces		

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 12 Government



STANDARD 1 Students will understand the development, functions and structures of power, authority of governance of the RMI

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade 12 students will be able to:</p> <p>12.1.1 Describe the historic development of the current government structure.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify the origin of modern independent government in the Republic of the Marshall Islands. • Analyze the influence of the Trust Territory era government on the current RMI government. • Evaluate the drafting, text and impact of the RMI constitution. 	<p>Constitution of the Marshall Islands</p> <p>Civics</p> <p>Internet</p>
<p>12.1.2 Describe the framework of authority and power of different at different levels of government.</p>	<ul style="list-style-type: none"> • Describe the role of the traditional leaders in the formation and function of the RMI government. • Describe how power is divided and shared in government through discussions of the different branches of government. • Identify the responsibilities of the RMI government to its citizens. • Identify the responsibilities of the RMI citizens to their government • Describe in detail the function and responsibilities of a specific government department or agency. • Analyze the RMI's foreign policy objectives. 	

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 12 Government



STANDARD 2 Students will use their knowledge and understand of the Republic of Marshall Islands Government structure to compare and evaluate the Marshallese, American and Chinese forms of government.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade12 students will be able to:</p> <p>12.2.1 Describe the scope and limits of rights, the relationship among them, and how they are secured.</p> <p>12.2.2 Define the role of the citizens in the local and national governments</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Analyze basic individual rights and freedoms guaranteed by the Constitution (freedom of religion, speech, press, assembly, and petition in the First Amendment; civil rights, Human Rights etc. • Identify the responsibilities of the RMI government to its citizens. • Identify the responsibilities of the RMI citizens to their government. • Compare & Contrast what it means to be a citizen in RMI and the USA 	<p>Constitution of the Marshall Islands</p> <p>Civics</p> <p>Internet</p>

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

SOCIAL STUDIES

Grade 12 Government



STANDARD 3 Citizenship and government - Students will understand the development, functions, and structure of power, authority and governance in their society and other parts of the world. They will use their knowledge and understanding to compare and evaluate different forms of government such as the RMI, American and Republic of China (ROC Taiwan).

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of grade12 students will be able to:</p> <p>12.3.1 Compare and contrast the historic development of current government structure in Marshallese society with societies of the world.</p> <p>12.3.2 Compare the role of the citizens in the government and the role of government in the lives of the people in the society.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Compare and contrast the origin of modern independence in the RMI, United States and Republic of China. • Compare and contrast the responsibilities of the RMI government to its citizens with the responsibilities of the government of the other societies such as the United States, China and other Pacific Counties. • Identify and compare the role of the local government with its citizens. • Identify and compare the role of the national government with its citizens. 	<p>Constitution of the Marshall Islands</p> <p>Civics</p> <p>Internet</p>

STANDARD 4 Students will use their knowledge and understanding of government to evaluate current events specific to government (local and national) in the Marshalls Islands.

<p>12.4.1 Evaluate current topics both local and national that involves government-related activities.</p>	<ul style="list-style-type: none"> • Analyzed a current local or national issue concerns the lives of the people and make recommendation for action. • Analyze the RMI’s foreign policy objects in comparison to other countries’ policies such as other Pacific countries, the United States and Republic of China 	<p>Constitution of the Marshall Islands</p> <p>Internet</p> <p>Marshall Islands Journal</p>
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