

Learning Goals

Content goals for the Global Challenge project align with a number of different standards tools. The tables below show related standards from Washington State Commission on Student Learning (1997), National Council of Social Studies (1994) and the National Geographic Society. Skill sets for content, research, and technology are shown along with the goals for the Foundations of the Social Studies course adopted by the White Salmon School Board (1995). Each table includes a letter that shows where students are expected to be on Entry and Exit from the project: **I** (Introducing), **P** (Practicing), or **M** (Mastery). One to four stars (***) show the level of curriculum emphasis for each standard. **N** (Not addressed) indicates the content that does not directly apply. **O** (Optional) denotes an optional item that some students will develop/use depending on their presentation choices.

Peter used **I** (Introducing) for skills, ideas, and themes that were not introduced previous to or outside of the project. Because this was the first unit for the year, most skills show an entry level of “Introducing” although many students will have encountered them in earlier grades.

Washington State Essential Academic Learning Requirements: Geography			
Standard	Entry	Exit	Emphasis
1. Uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.			***
1.1 use and construct maps, charts, and other resources to gather and interpret geographic information	P	M	****
1.2 recognize spatial patterns on Earth's surface and understand the processes that create these patterns	I	P	**
2. Understands the complex physical and human characteristics of places and regions.			**
2.1 describe the natural characteristics of places and regions and explain the causes of their characteristics	I	P	*
2.2 describe the patterns humans make on places and regions	I	P	***
2.3 identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions	N		
3. Observes and analyzes the interaction between people, the environment, and culture.			***
3.1 identify and examine people's interaction with and impact on the environment	I	P	***
3.2 analyze how the environment and environmental changes affect people	I	P	***
3.3 examine cultural characteristics, transmission, diffusion, and interaction	I	P	**
Washington State Essential Academic Learning Requirements: Economics			
1. Understands basic economic concepts and analyze the effect of economic systems on individuals, groups, and society			**
1.1 comprehend key economic concepts and economic systems	I	P	***
1.2 observe major forms of business and related careers	N		
1.3 understand the monetary system of the U.S. and how individuals' economic choices involve costs and consequences	N		
1.4 examine how government policies influence the economy and understand the theoretical background of taxes	I	I	*
1.5 examine the importance of international trade	I	P	**



Additional, non-Social Studies Essential Learnings will also be addressed in this project. Those in the 4 core areas include:

Reading: understands and uses different skills and strategies to read; understands the meaning of what is read; reads different materials for a variety of purposes

Writing: writes clearly and effectively; writes in a variety of forms for different audiences and purposes; understands and uses the steps of the writing process; analyzes and evaluates the effectiveness of written work

Communication: uses listening and observation skills to gain understanding; communicates ideas clearly and effectively; uses communication strategies and skills to work effectively with others; analyzes and evaluates the effectiveness of formal and informal communication

Mathematics: understands and applies the concepts and procedures of mathematics; uses mathematics to define and solve problems; uses mathematical reasoning; communicates knowledge and understanding in both everyday and mathematical language; understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations

National Council of Social Studies - Ten Strands of Social Studies Education			
Standard	Entry	Exit	Emphasis
1. Culture - experiences that provide for the study of culture and cultural diversity.	I	I	*
2. Time, Continuity and Change - experiences that provide for the study of the ways human beings view themselves in and over time.	N		
3. People, Places and Environments - experiences that provide for the study of people, places, and environments.	I	P	***
4. Individual Development and Identity - experiences that provide for the study of individual development and identity.	N		
5. Individuals, Groups and Institutions- experiences that provide for the study of interactions among individuals, groups, and institutions.	I	P	**
6. Power, Authority and Governance - experiences that provide for the study of how people create and change structures of power, authority, and governance.	I	P	**
7. Production, Distribution and Consumption - experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services	I	P	***
8. Science, Technology and Society - experiences that provide for the study of relationships among science, technology, and society.	I	P	***
9. Global Connections - experiences that provide for the study of global connections and interdependence.	I	P	***
10. Civic Ideals and Practices - experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.	I	P	*

The National Geography Standards			
Standard	Entry	Exit	Emphasis
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.	I	P	**
2. How to use mental maps to organize information about people places, and environments in a spatial context.	I	P	*
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.	I	P	**
4. The physical and human characteristics of places.	I	P	***
5. That people create regions to interpret Earth's complexity.	I	P	**
6: How culture and experience influence people's perceptions of places and regions.	I	P	*
7: The physical processes that shape the patterns of Earth's surface.	N		
8: The characteristics and spatial distribution of ecosystems on Earth's surface.	I	P	***
9: The characteristics, distribution, and migration of human populations on Earth's surface.	I	P	**
10: The characteristics, distribution, and complexity of Earth's cultural mosaics.	I	P	*
11: The patterns and networks of economic interdependence on Earth's surface.	I	P	***
12: The processes, patterns, and functions of human settlement.	I	P	**
13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface.	I	P	**
14: How human actions modify the physical environment.	I	P	**
15: How physical systems affect human systems.	I	P	**
16: The changes that occur in the meaning, use, distribution, and importance of resources.	I	P	***
17: How to apply geography to interpret the past.	N		
18: How to apply geography to interpret the present and plan for the future.	I	P	**

Five Themes of Geography (National Geographic Society)	Entry	Exit	Emphasis
1a. Location - Absolute	I	P	**
1b. Location - Relative	I	P	**
2. Place	I	P	***
3. Movement	I	P	**
4. Region	I	P	***
5. Human / Environment interaction	I	P	***

Skills	Entry	Exit	Emphasis
Social Studies			
Charts & graphs - reading	I	M	****
Charts & graphs- creating	I	M	****
Maps- reading	I	M	****
Maps - creating	I	M	****

Skills (continued)	Entry	Exit	Emphasis
Research: Big 6™ Skills (Developed by Mike Eisenberg and Bob Berkowitz. Linworth Publishing (800) 786-5017)	I	P	****
1. Task Definition	I	P	****
1.1 Define the problem	I	P	**
1.2 Identify information needed	I	P	****
2. Information Seeking Strategies	I	P	**
2.1 Brainstorm possible resources	I	P	**
2.2 Select best sources	I	P	**
3. Location & Access	I	P	**
3.1 Locate sources	I	P	**
3.2 Find info within sources	I	P	***
4. Use of information	I	P	****
4.1 Engage (read, hear, view)	I	P	***
4.2 Extract relevant information	I	P	****
5. Synthesis	I	P	***
5.1 Organize information from multiple sources	I	P	**
5.2 Present the result	I	P	***
6. Evaluation	I	P	***
6.1 Judge the result (effectiveness)	I	P	***
6.2 Judge the process (efficiency)	I	P	***
Technology			
Note: Bracketed software/hardware is on hand in Peter's classroom.			
Basic word processing & desktop publishing [MS Word]	P	P	**
Spreadsheet creation & reporting [MS Excel]	I	P	***
Database creation, sorting & retrieval [MS Works]	I	P	**
World Wide Web browser [Netscape]	I	P	***
WWW search engines & directories [Yahoo, AltaVista]	I	P	***
Multimedia presentations [Powerpoint]	I	P	**
Web page design & publishing [HomePage]			O
Scanner [Apple Color One]	I	P	*
Digital Camera [Sony]			O
Hypermedia [Hyperstudio]			O
Creativity/Organization software [Inspiration]	I	P	***
Video [Quickcam, Sony camcorder]			O

Goals: Foundations of the Social Studies	Entry	Exit	Emphasis
1. Understand 5 major themes in world geography	P	P	***
2. Perform research activities involved in geographical analysis.	I	P	***
3. Locate, manipulate, and interpret data from a number of sources	I	P	****
4. Critically evaluate geographical features with regard to various factors.	I	P	****
5. Successfully map the world.	I	I	*
6. Develop successful speaking skills through class discussion and oral presentations.	P	P	**
7. Write effective essays in response to a variety of critical thinking questions.	I	P	*
8. Use various computer technologies for research, writing, and presentations.	I	P	***
9. Investigate current social problems around the world.	I	P	**