

1st Quarter Palauan Social Studies

Micronesian Islands

Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.

Week	Performance Objectives	Performance Indicators	SA	TA
1	➤ Describe and locate major regions (e.g. Eastern Carolines, Western Carolines), countries, and cities within Micronesia. <i>(Geography)</i>	✓ I can use grid system and map scale to identify exact location and calculate distances of major island group in the Micronesian regions.		
		✓ I can create a map and label all the major island groups and capitals of the Micronesian region.		
2	➤ Interpret geographical information from graphs and charts (e.g. about rainfall, population, temperature) to build deeper understanding of countries within Micronesia. <i>(Geography)</i>	✓ I can construct and analyze a bar graph that shows different precipitation and temperature of each major island groups of Micronesia.		
		✓ I can construct a chart to show population ratios (children, adults, certain age groups or male/female) among all the major island groups in Micronesia.		

Micronesian Islands/Geography of Palau

Standard 2: Understand the physical systems of the Earth.

	Performance Objectives	Performance Indicators	SA	TA
3	➤ Describe the physical characteristics (e.g. soil, vegetation, climate, topography) of different islands (volcanic, coral, and limestone) in Micronesia. <i>(Geography)</i>	✓ I can describe the physical characteristics of a major island group in Micronesia.		
		✓ I can identify and describe the characteristics of islands in Micronesia.		
4	➤ Describe how climate influences patterns on Earth's surface (e.g. elevation, latitude, longitude, nearby ocean currents) and distinguish between latitude and longitude. <i>(Geography)</i>	✓ Define latitude and longitude.		
		✓ I can describe the effect of climate on different parts of the world.		
		✓ I can explain the causes and effects of global warming on the Earth's surface.		
		✓ I can interpret maps and find places on a map or globe using latitude and longitude.		

Micronesian Island/History and Government of Palau

Standard 4: *Develop historical thinking skills, including the ability to understand historical perspectives and analyze chronological relationships and patterns over time.*

Week	Performance Objectives	Performance Indicators	SA	TA
5	➤ Identify and explain multiple causes and effects when examining historical events. (History)	✓ I can identify and explain the causes and effects of WWII on Guam and Palau.		
6	➤ Predict how historical events might have turned out differently in Palau if specific individuals or groups had chosen different courses of action. (History)	✓ I can explain how Palau might have turned out if they pursued becoming a US Territory rather than choosing independence by interviewing historical Palauan leaders.		
		✓ I can discuss how Palau may have turned out if they decided not to change the constitution allowing only 50% majority to approve amendments.		
		✓ I can define amendment.		

History and Government of Palau

Standard 7: *Understand the development of political ideas and the basic principles of a democratic system of government.*

	Performance Objectives	Performance Indicators	SA	TA
7	➤ Explain how rule of law protects individual rights and the common good citizens in Palau, and compare that with other countries in Micronesia. (Civics and Government)	✓ I can identify the laws protecting the rights of every individual in Palau and compare with other countries in Micronesia.		
		✓ I can explain the importance of common good to maintaining a nation state and provide examples from around Micronesia.		
	➤ Describe significant periods for the development of Palau's political ideas and traditions as basis of the present political system (e.g. Palau's choice to be an independent republic rather than a US territory or part of the FSM, Compact Referendum). (Civics & Government)	✓ I can make a chronological display (including pictures, etc.) of political developments in Palau and present to class and at other school events.		
		✓ I can listen to prominent public figure (e.g. Kuniwo Nakamura, Johnson Toribiong, etc.) with historical knowledge of Palau's political development.		

History and Government of Palau

Standard 10: *Understand how different economic systems operate in the exchange, production, and consumption of good and services.*

	Performance Objectives	Performance Indicators	SA	TA
8	➤ Describe the basic principles of supply and demand and how competition can affect prices of goods and services (e.g. when buyers compete, it results in higher prices; when sellers compete, it results in lower prices). (Economics)	✓ I can define and give examples of supply and demand.		
		✓ I can identify the basic principles of supply and demand.		
		✓ I can describe how competition between businesses and among consumers can affect price of goods and services.		

History and Government of Palau (Cont'n.)

Standard 10: Understand how different economic systems operate in the exchange, production, and consumption of good and services.

Week	Performance Objectives	Performance Indicators	SA	TA
8	➤ Define measures of economic activity (prices, employment, output) and use them to compare the health of Palau's economy with other countries in Micronesia. (Economics)	✓ I can identify industries that are major contributors to Palau's GDP and compare with RMI.		
		✓ I can define economics.		
		✓ I can identify measures and indicators of economic activity and use the to compare Palau with Guam.		

2nd Quarter Palauan Social Studies V

Micronesian Islands

Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.

Week	Performance Objectives	Performance Indicators	SA	TA
1	➤ Describe and locate major regions (e.g. Eastern Carolines, Western Carolines), countries, and cities within Micronesia. (Geography)	✓ I can use grid system and map scale to identify exact location and calculate distances of major island group in the Micronesian regions.		
		✓ I can create a map and label all the major island groups and capitals of the Micronesian region. ❖ Create a map of Micronesia: Use two different colors to identify Western and Eastern Carolines. ❖ Identify the cities and countries.		

Standard 2: Understand the physical systems of the Earth.

2	➤ Describe the physical characteristics (e.g. soil, vegetation, climate, topography) of different islands (volcanic, coral, and limestone) in Micronesia. (Geography)	✓ I can describe the physical characteristics of a major island group in Micronesia.		
		✓ I can identify and describe the characteristics of islands in Micronesia. ❖ Use pictures of different vegetations (wetlands as compared to hills and eroded lands).		
		✓ I can explain why vegetation varies from different climate.		

Micronesian Islands/History of Palau/Pacific Neighbors

Standard 5: *Understand how continuity, change, conflict, and cooperation among groups have influenced important events in Palauan history.*

Week	Performance Objectives	Performance Indicators	SA	TA
3	➤ Describe traditional Pacific navigation methods and their role in facilitating early Pacific exploration, cultural exchange, and trade among island communities in Micronesia. <i>(History)</i>	✓ I can explain the importance of traditional navigation methods to early Palauan life.		
		✓ I can define navigation.		
		✓ I can discuss the important role of Micronesian navigators in Micronesian culture.		

Micronesian Islands/History of Palau/Pacific Neighbors

Standard 6: *Understand the political and cultural contributions of individuals and groups and the importance of documents, artifacts, and historical sites in defining important events in world history.*

	Performance Objectives	Performance Indicators	SA	TA
3	➤ Describe major historical artifacts and ruins in Micronesia and the different theories about how and why they were formed (<i>Nan Madol, Lelu ruins, Badrulchau, Yapese stone money</i>). <i>(History)</i>	✓ I can describe the cultural aspects of major historical artifacts and ruins in Micronesia.		
		✓ I can describe how and why historical artifacts and ruins in Micronesia were formed. ❖ Do site visit to a museum or a historical site with a local historian to learn about artifacts or cultural sites.		

History and Government of Palau

Standard 7: *Understand the development of political ideas and the basic principles of a democratic system of government.*

	Performance Objectives	Performance Indicators	SA	TA
4	➤ Explain how rule of law protects individual rights and the common good citizens in Palau, and compare that with other countries in Micronesia. <i>(Civics and Government)</i>	✓ I can identify the laws protecting the rights of every individual in Palau and compare with other countries in Micronesia.		
		✓ I can explain the importance of common good to maintaining a nation state and provide examples from around Micronesia.		

History and Government of Palau

Standard 8: *Understand the structures, organization, and functions of the political systems of Palau and other nations.*

	Performance Objectives	Performance Indicators	SA	TA
5	➤ Distinguish between elected and appointed officials, and give examples of the responsibilities of each. <i>(Civics & Government)</i>	✓ I can identify the differences and similarities of the role of public officials both elected and appointed.		
		✓ I can explain the difference between a Minister's roles and responsibilities and those of a legislative member.		

Palau Constitution/Government of Palau

Standard 8: Understand the roles, responsibilities, and influences of individual citizens and interest groups in the political systems of Palau and other nation.

Week	Performance Objectives	Performance Indicators	SA	TA
6	➤ Examine modern sources of political conflict in Palau and Micronesia (e.g. disputes over land rights, naturalization of adopted children, traditional title disputes) and different ways citizens can engage to resolve the conflicts (e.g. courts, mediation, special referendum). <i>(Civics & Government)</i>	✓ I can compare and contrast land disputes, their impact, and the process use by the citizens in solving the conflicts in Palau and Pohnpei.		

History of Palau/Government of Palau

Standard 10: Understand how different economic systems operate in the exchange, production, and consumption of good and services.

Week	Performance Objectives	Performance Indicators	SA	TA
7	➤ Define measures of economic activity (prices, employment, output) and use them to compare the health of Palau's economy with other countries. <i>(Economics)</i>	✓ I can identify measures and indicators of economic activity and use them to compare Palau with Guam.		
		✓ I can identify industries that are major contributors to Palau's GDP and compare with RMI.		

History of Palau/Government of Palau

Standard 12: Understand the impact of government policies and decisions on production and consumption in the economy.

Week	Performance Objectives	Performance Indicators	SA	TA
8	➤ Examine what government must consider when making decisions about what public goods to provide (e.g. shared consumption: products that can be used simultaneously by many people without reducing the amount of product available for individuals; non-exclusion: use of product cannot be restricted; limited budgets; budget deficits; tax revenue). <i>(Economics)</i>	✓ I can define shared consumption and non-exclusion and provide examples for each.		
		✓ I can discuss concerns raised about the public good if government services like waste management, public roads, and safe drinking water are not well maintained and provided.		
		✓ I can explain the complex issues the government faces when trying to meet the basic drinking water needs of the community.		

3rd Quarter Palauan Social Studies V

Micronesian Island/Pacific Neighbor

Standard 3: Understand the interaction between physical and human characteristics of places and regions.

Week	Performance Objectives	Performance Indicators	SA	TA
1	➤ Describe areas of dense human settlement in Micronesia and the reasons why they are densely populated (e.g. Ebey and Guam near military bases, Koror, and Saipan due to tourism, Kolonia and Colonia government centers). <i>(Geography)</i>	✓ I can create a chart or graph depicting densely populated areas in Micronesia.		
		✓ I can compare and contrast two densely populated areas in Micronesia.		
		✓ I can identify reasons why they are densely populated.		
2	➤ Describe geographic factors that have influenced people and events in the history of Micronesia (e.g. Truuk lagoon and its role in WWII, nuclear and missile defense testing in the Marshalls, Kolonia as center of Spanish administration). <i>(Geography)</i>	✓ I can organize and do a class presentation on how geographical factors influence WWII battles in Palau.		
		✓ I can identify geographical factors that led to Japan occupation in Micronesia and compare their responses to information in historical text.		

Government of Palau/Micronesia

Standard 5: Understand how continuity, change, conflict, and cooperation among groups have influenced important events in Palauan history.

	Performance Objectives	Performance Indicators	SA	TA
3	➤ Explain patterns of change and continuity in the historical succession of related events in Micronesia. <i>(History)</i>	✓ I can explain the events leading up to and reasons for dissolving the Congress of Micronesia.		
		✓ I can create a timeline that documents major developments in Micronesia leading up to WWII.		

Micronesia

Standard 6: Understand the political and cultural contributions of individuals and groups and the importance of documents, artifacts, and historical sites in defining important events in world history.

	Performance Objectives	Performance Indicators	SA	TA
4	➤ Compare and contrast the contributions of various leaders in Micronesia during the Spanish and German colonial administration. <i>(History)</i>	✓ I can discuss the role of Pohnpeian Chiefs during the Sokes Rebellion and the response of the German administration.		
		✓ I can identify and examine the contributions of James and Charlie Gibbons during the German administration.		

History and Government of Palau				
Standard 7: Understand the development of political ideas and the basic principles of a democratic system of government.				
Week	Performance Objectives	Performance Indicators	SA	TA
5	➤ Describe significant periods for the development of Palau’s political ideas and traditions as basis of the present political system (e.g. Palau’s choice to be an independent republic rather than a US territory or part of the FSM, Compact Referendum). (Civics & Government)	✓ I can make a chronological display (including pictures, etc.) of political developments in Palau and present to class and at other school events. ❖ Students do a collage detailing behavior of Palauans based on their traditional political system compared to present political system.		
		✓ I can listen to prominent public figure (e.g. Kuniwo Nakamura, Johnson Toribiong, etc.) with historical knowledge of Palau’s political development.		
Government of Palau				
Standard 9: Understand the roles, responsibilities, and influences of individual citizens and interest groups in the political systems of Palau and other nations.				
6	Performance Objectives	Performance Indicators	SA	TA
	➤ Explain the importance of voluntarism and identify the community services provided by charitable, religious, and other civic groups (e.g. health, child, elderly care, disaster relief, counseling, tutoring, basic needs such as food, clothing, and shelter). (Civics & Government)	✓ I can identify charitable organizations and describe how they support the community.		
Government of Palau				
Standard 11: Understand the scarcity necessitates choice by consumers and producers.				
7	Performance Objectives	Performance Indicators	SA	TA
	➤ Recognize that all decisions involve opportunity cost and that opportunity cost is subjective and differs across individuals and societies. (Economics)	✓ I can write a brief justification for the use of a given set of money and identify opportunity costs of my decisions.		
		✓ I can explain why opportunity costs are subjective and differ across individuals and societies.		
8	➤ Define wages, and explain how wages are determined by the supply of and demand for workers, as well as individual productivity, education, training, and skills. (Economics)	✓ I can define wages, supply, and demand.		
		✓ I can identify factors that affect wages (e.g. educational background, experience, skills, and qualification, etc.).		
		✓ I can compare and contrast factors that impact wages for two different jobs (e.g. lawyer and nurse, doctor and teacher, police officer and secretary).		

4th Quarter
Palauan Social Studies V

Micronesian Islands/Geography of Palau

Standard 2: Understand the physical systems of the Earth.

Week	Performance Objectives	Performance Indicators	SA	TA
1	➤ Describe the physical characteristics (e.g. soil, vegetation, climate, topography) of different islands (volcanic, coral, and limestone) in Micronesia. <i>(Geography)</i>	✓ I can describe the physical characteristics of a major island group in Micronesia.		
		✓ I can identify and describe the characteristics of islands in Micronesia. ❖ Give pictures of different entities or different countries and have students identify its information.		

Micronesian Island/Pacific Neighbor

Standard 3: Understand the interaction between physical and human characteristics of places and regions.

	Performance Objectives	Performance Indicators	SA	TA
2	➤ Describe areas of dense human settlement in Micronesia and the reasons why they are densely populated (e.g. Ebey and Guam near military bases, Koror, and Saipan due to tourism, Kolonia and Colonia government centers). <i>(Geography)</i>	✓ I can create a chart or graph depicting densely populated areas in Micronesia.		
		✓ I can compare and contrast two densely populated areas in Micronesia.		
		✓ I can identify reasons why they are densely populated.		

Government of Palau/Micronesia

Standard 5: Understand how continuity, change, conflict, and cooperation among groups have influenced important events in Palauan history.

	Performance Objectives	Performance Indicators	SA	TA
3	➤ Explain patterns of change and continuity in the historical succession of related events in Micronesia. <i>(History)</i>	✓ I can explain the events leading up to and reasons for dissolving the Congress of Micronesia.		
		✓ I can create a timeline that documents major developments in Micronesia leading up to WWII.		
		✓ I can identify reasons why Palau chose to become an independent nation.		

Micronesia
Standard 6: *Understand the political and cultural contributions of individuals and groups and the importance of documents, artifacts, and historical sites in defining important events in world history.*

Week	Performance Objectives	Performance Indicators	SA	TA
4-5	➤ Examine the biological and cultural process that shaped the earliest human activities in the Pacific region (e.g. daily life of individuals and communities in early hunter-gatherer populations in Australia; major anthropological discoveries, their locations, and their discoverers). (History)	✓ I can identify the biological and cultural processes that shaped the earliest human communities in the Pacific region.		
		✓ I can describe the challenges of the original hunter-gatherer communities in Micronesia.		
		✓ I can explain the geographical reasons why complex farming societies (e.g. fertile crescent, early river civilization, etc.) were not able to develop prior to Western contact.		

Government of Palau
Standard 8: *Understand the roles, responsibilities, and influences of individual citizens and interest groups in the political systems of Palau and other nation.*

	Performance Objectives	Performance Indicators	SA	TA
6	➤ Describe the organization and function of Palau's national ministries and agencies (e.g. ministry of health, education, justice, etc.) and compare them with other governments in Micronesia. (Civics & Government)	✓ I can identify the different functions of ministers. ❖ Students can interview government staffs to find out their functions. Create a video of their interview and present to class.		
		✓ I can complete a flow chart of the Executive Branch of the government with all the ministries and key positions within the ministries.		

Government of Palau
Standard 9: *Understand the roles, responsibilities, and influences of individual citizens and interest groups in the political systems of Palau and other nations.*

	Performance Objectives	Performance Indicators	SA	TA
7	➤ Explain the importance of voluntarism and identify the community services provided by charitable, religious, and other civic groups (e.g. health, child, elderly care, disaster relief, counseling, tutoring, basic needs such as food, clothing, and shelter). (Civics & Government)	✓ I can identify charitable organizations and describe how they support the community. ❖ Students may volunteer in a community project, keep a journal of their daily activities and give oral reports to class about their experiences. ❖ Students may do community outreach.		

History of Palau/Government of Palau
Standard 12: *Understand the impact of government policies and decisions on production and consumption in the economy.*

	Performance Objectives	Performance Indicators	SA	TA
8	➤ Identify and describe the functions of economic institutions (e.g. banks, labor unions, corporations, nonprofit institutions). (Economics)	✓ I can identify the functions and purposes of economic institutions.		
		✓ I can define labor unions and corporations.		
		✓ I can write an essay about the importance of economic institutions.		