

Object Lessons® Digging Archaeology National Social Studies Education Standards Correlation: Grades K-4		
Fundamental Concepts and Understandings		Digging Archaeology
1. Culture: Social studies programs should include experiences that provide the study of culture and cultural diversity, so that the learner can:		
1a	Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.	Investigation 2, 6, 7
1c	Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.	Investigation 6
1d	Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.	Investigation 6, 7
2. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time so that learners can:		
2b	Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.	Investigation 3, 4, 6, 7
2c	Compare and contrast different stories or accounts about past events, people, places, or situations, and identifying how they contribute to our understanding of the past.	Investigation 6, 7
2d	Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.	Investigation 1, 2, 3, 4, 5, 6, 7
2e	Demonstrate an understanding that people of different times and places view the world differently.	Investigation 6, 7
2f	Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision making about and action-taking on public issues	Investigation 6, 7
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:		
3a	Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.	Investigation 1, 2, 3, 4
3c	Use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems charts, graphs, and maps to generate, manipulate, and interpret information.	Investigation 1, 2, 3, 4, 5
3d	Estimate distances and calculate scale.	Investigation 2, 3, 4
3g	Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.	Investigation 6, 7
3h	Examine the interaction of human beings in their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.	Investigation 2, 6
3k	Consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond	Investigation 6, 7
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:		
4b	Describe personal connections to place—especially place as associated with immediate surroundings.	Investigation 7
4h	Work independently and cooperatively to accomplish goals.	Investigation 1, 2, 3, 4, 5, 6, 7
5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:		
5a	Identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.	Investigation 6, 7
5b	Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.	Investigation 6, 7
5c	Identify examples of institutions and describe the interactions of people with institutions.	Investigation 6, 7

7. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:		
7g	Explain and demonstrate the role of money in everyday life.	Investigation 6
8. Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:		
8a	Identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.	Investigation 6, 7
10. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:		
10c	Locate, access, organize, and apply information about an issue of public concern from multiple points of view.	Investigation 2, 3, 4, 5, 6
10i	Describe how public policies are used to address issues of public concern.	Investigation 2

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Fundamental Concepts and Understandings		Digging Archaeology
1. Culture: Social studies programs should include experiences that provide the study of culture and cultural diversity, so that the learner can:		
1a	Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.	Investigation 2, 6, 7
1c	Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.	Investigation 6, 7
1d	Explain why individuals and groups respond differently to their physical environment and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.	Investigation 2, 6
2. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time so that learners can:		
2d	Identify and use processes important to reconstructing and interpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims.	Investigation 1, 2, 3, 4, 5, 6, 7
2e	Develop critical sensitivities such as empathy and skepticism regarding attitudes, values and behaviors of people in different historical contexts.	Investigation 6, 7
2f	Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision making about and action-taking on public issues	Investigation 6, 7
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:		
3a	Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.	Investigation 1, 2, 3, 4
3c	Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, databases, grid systems charts, graphs, and maps.	Investigation 1, 2, 3, 4,
3d	Estimate distances and calculate scale and distinguish other geographic relationships such as population density and spatial distribution patterns.	Investigation 1, 2, 3, 4
3g	Describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like.	Investigation 6, 7
3k	Propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world.	Investigation 6, 7
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:		

4g	Work independently and cooperatively to accomplish goals.	Investigation 1, 2, 3, 4, 5, 6, 7
5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:		
5a	Demonstrate an understanding of concepts such as roles, status, and social class in describing the interactions of individuals and social groups.	Investigation 6, 7
5b	Analyze group and institutional influences on people, events, and elements of culture.	Investigation 6, 7
5c	Describe the various forms institutions take and the interactions of people with institutions.	Investigation 6, 7
7. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:		
7f	Explain and illustrate how values and beliefs influence different economic decisions.	Investigation 6
7i	Use economic concepts to help explain historical and current developments and issues in local, national, or global contexts.	Investigation 6
8. Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:		
8a	Examine and describe the influence of culture on scientific and technological choices and advancement, such as transportation, medicine, and warfare.	Investigation 7
10. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:		
10c	Locate, access, analyze, organize, and apply information about an issue of public concern — recognizing and explaining multiple points of view.	Investigation 2, 3, 4, 5, 6
10e	Explain and analyze various forms of citizen action that influence public policy decisions.	Investigation 2, 6, 7