



Foundational Lesson #1: Change

Teach the Future

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Standards

§112.34. Biology, Beginning with School Year 2010-2011 (One Credit).

(b) Introduction.

(5) Science, systems and models. A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in terms of space, time, energy, and matter. **Change** and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

§112.36. Earth and Space Science, Beginning with School Year 2010-2011 (One Credit).

(c) Knowledge and skills.

6) Earth and space science strands. ESS has three strands used throughout each of the three themes: systems, energy, and relevance.

(C) Relevance. The interacting components of Earth's system change by both natural and human-influenced processes. Natural processes include hazards such as flooding, earthquakes, volcanoes, hurricanes, meteorite impacts, and climate change. Some human-influenced processes such as pollution and unsustainable use of Earth's natural resources may damage Earth's system.

Examples include climate change, soil erosion, air and water pollution, and biodiversity loss. The time scale **of these changes and their impact on human society must be understood to make wise decisions concerning the use of the land, water, air, and natural resources.** Proper stewardship of Earth will prevent unnecessary degradation and destruction of Earth's subsystems and diminish detrimental impacts to individuals and society.

§113.46. Sociology (One-Half Credit), Beginning with School Year 2011-2012.

(c) Knowledge and skills.

(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:

- (A) differentiate types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial;
- (B) identify and describe the types of societies that exist in the world today;
- (C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation; and
- (D) analyze information about cultural life in the United States and other countries over time.

(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:

- C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change

§113.48. Social Studies Research Methods (One-Half Credit), Beginning with School Year 2011-2012.

(c) Knowledge and skills.

(3) Social studies skills. If doing qualitative research, the student employs the processes of critical social science inquiry to understand an issue, topic, or area of interest using a variety of sources, checking their credibility, validating and weighing evidence for claims, and searching for causality. The student is expected to:

- (B) apply key social science concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

Guiding Questions

- Are all changes the same? If not, what are the different types of change?
- Is there any overall model of change that is useful for understanding the past and the future?

Terms

- Change
- Source — inbound, outbound
- Time horizon – short-term, intermediate-term, long-term
- Future
- Level – enterprise, immediate, global
- Rate – continuous, incremental; discontinuous, disruptive
- Attribute

Content objectives

- Many different kinds of change exist.
- Different kinds of change produce different futures.

Skills objectives

- Recognize different kinds of change in written work.
- Create examples of different kinds of change.