

SOCIAL STUDIES STANDARDS AND BENCHMARKS

HISTORY

STANDARD 1

Understands and knows how to analyze chronological relationships and patterns

Benchmarks: Level I (Grades PreK-2)

		PK	K	1	2
1.1	Knows how to identify the beginning, middle, and end of historical stories and narratives		x	x	x
1.2	Knows how to develop picture time lines of their own lives or their family's history	x	x		
1.3	Distinguishes and compares broad categories of historical time (e.g., long ago; yesterday; today; tomorrow)	x	x	x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
1.1	Understands calendar time in years, decades, and centuries	x	x	x
1.2	Knows how to construct time lines in significant historical developments	x	x	x
1.3	Knows how to interpret data presented in time lines (past, present, future)	x	x	x

Benchmarks: Level III (Grades 6-8)

		6	7	8
1.1	Can calculate calendar time (B.C & A. D.), using the onset, duration, and ending dates of historical events or developments	x	x	x
1.2	Can combine events of the nation or region into broadly define eras	x	x	x
1.3	Knows how to construct and interpret, by era, single tier time lines, using a variety of historical sources	x		
1.4	Knows how to construct and interpret, by era, multiple tier time lines, using a variety of historical sources		x	x

Benchmarks: Level VI (Grades 9-12)

		9	10	11	12
1.1	Understands historical continuity and change related to a particular development or theme (e.g., the Industrial Revolution, the evolution of democracy in the U.S.)	x	x	x	x
1.2	Understands the organizing principles of alternative models of historical periodization	x	x	x	x
1.3	Understands alternative systems of recording time (e.g.,	x	x		

	Egyptian, Indian, Mayan, Muslim, Jewish), astronomical systems on which they are based (e.g., solar, lunar, semi-lunar), their fixed points for measuring time, and their strengths and weaknesses				
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STANDARD 2
Understands the historical perspective

Benchmarks: Level I (Grades Pre-K – 2)

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
2.1	Evaluates historical fiction according to the accuracy of its content and the author’s interpretation			x
2.2	Understands that “chance events” had an impact on history	x	x	x
2.3	Understands that specific individuals decisions and events had a great impact on history	x	x	x
2.4	Predicts how events might have turned out differently if specific individuals or groups had chosen different courses of action	x	x	x
2.5	Knows how to view the past in terms of the norms and values of the time	x	x	x

Benchmarks: Level III

		6	7	8
2.1	Knows different types of primary and secondary sources and the motives, interests and bias	x	x	x
2.2	Understands that historical accounts are subject to change based on newly uncovered records and interpretations	x	x	x
2.3	Understands that specific decisions and events	x	x	x
2.4	Views the past considering the norms and values of the time	x	x	x
2.5	Understands that the ideas and actions of specific individuals, male and female, from all cultures and levels of society, had a great impact on society	x	x	x
2.6	Understands that “chance events” had an impact on history		x	x
2.7	Analyzes the influence of ideas and actions of specific individuals, male and female, from all cultures and levels of society, had a great impact on society		x	x
2.8	Analyzes that “chance events” had an impact on history		x	x

Benchmarks: Level IV (Grades 9-12)

		9	10	11	12
2.1	Evaluates historical fiction according to the accuracy of its	x	x	x	x

	content and the author's interpretation				
2.2	Analyzes the values held by specific people who influenced history and the role their values played in the influencing history			x	x
2.3	Analyzes the influences specific ideas and beliefs had on period of history	x	x	x	x
2.4	Analyzes the effects specific decisions had on history and their impact on specific subsequent events (cause-effect)		x	x	x
2.5	Understands that change and continuity are equally probable and natural	x	x	x	x
2.6	Analyzes how specific historical events would be interpreted differently based on newly uncovered records and/or information	x	x	x	x
2.7	Understands how the past affects our private lives and society in general	x	x	x	x
2.8	Knows how to perceive past events with historical empathy; knows how to view history according to the norms and values of time	x	x	x	x
2.9	Knows how to evaluate the credibility and authenticity of historical sources (diaries, letters, documents, etc.)	x	x	x	x
2.10	Uses historical maps to understand the relationship between historical events and geography		x	x	x
2.11	Evaluates the validity and credibility of different historical interpretations		x	x	x
2.12	Understands that "geography is destiny" (e.g. Russia history is heavily influenced by the desire to have a warm water seaport)	x	x	x	x
2.13	Understands that events do not stand alone in history, there are multiple causes: social, political, economic	x	x	x	x

STANDARD 3
Understands family life now and in the past, and family life in various places long ago

Benchmarks: Level I (Grades PreK-2)

		PK	K	1	2
3.1	Understand daily life of a farm family from long ago (e. g., work, clothing, tools, food, and food production in the early 1800's)		x	x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
3.1	Know the ways that families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, art, religion, community celebrations, mementos, food and language.	x	x	x
3.2	Understand the dreams and ideals that people from various groups have sought, some of the problems they have encountered in realizing their dreams, and the source of their strength and determination that families drew upon and shared	x	x	x

STANDARD 4
**Understands the causes and nature of movements of large groups
of people within the world**

Benchmarks: Level I (Grades PreK-2)

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
4.1	Knows the various movements (westward, northward , and eastward) of large groups of people in the history of the world		x	x
4.2	Knows about the forced relocation of indigenous people and how their lives, rights and territories were affected by colonization and expansion	x	x	x
4.3	Knows the reasons why various groups migrated to different parts of the world	x	x	x

ECONOMICS

STANDARD 1
Understands that scarcity of productive resources requires choices

Benchmarks: Level I (Grades PreK-2)

		PK	K	1	2
1.1	Understands the concept of consumers and producers				x
1.2	Understands the concept of needs and wants				x

Benchmarks: Level II (Grades 3-5)

		3	4	5
1.1	Is aware that productive resources are all natural resources, human resources, and capital resources used to produce goods and to provide services		x	x
1.2	Understands that goods and services are scarce because there are not enough productive resources to satisfy all of the wants of individuals, governments and societies	x	x	x
1.3	Knows that innovation is the introduction of an invention into a use that has economic value			x
1.4	Understands that quality of labor resources (i.e., human capital) can be improved through investments in education, training, and health care	x	x	x

STANDARD 2
Understands the concept of prices and the interaction of supply and demand in market economy

Benchmarks: Level I (Grades Pre-K – 2)

		PreK	K	1	2
2.1	Knows that a price is the amount of money that people pay when they buy a good or service			x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
2.1	Understands that people buy less of a product when its price goes up and more when its price goes down	x	x	x
2.2	Understands that businesses are willing and able to sell more of a product when its price goes up and less when its price goes down			x

STANDARD 3
Understands basic features of market structures and changes

Benchmarks: Level I (Grades Pre-K – 2)

		PreK	K	1	2
3.1	Knows that money can be used to buy goods and services	x	x	x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
3.1	Knows that barter is trading goods and services for other goods and services without using money	x	x	x
3.2	Understands how active competition among sellers results in lower prices and costs	x	x	x

STANDARD 4
Understands basic concepts about international economics

Benchmarks: Level I (Grades Pre-K – 2)

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
4.1	Knows that different currencies are used in different countries	x	x	x

CIVICS

STANDARD 1

Understands ideas about civic life, politics, and government

Benchmarks: Level I (Grades Pre-K – 2)

		PK	K	1	2
1.1	Knows examples of situations in which individuals are acting on their own (e.g., two friends decide to do something) and situations in which individual’s actions are directed by others (e.g., parents tell their children to do something)	x	x	x	x
1.2	Knows examples of authority (e.g., teacher tells a group of students to do something) and power without authority (e.g., an older , larger student tells a group of younger students to do something)	x	x	x	x
1.3	Knows some of the problems that might result form lack of effective authority (e.g., inability to settle disputes or accomplish necessary tasks).			x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
1.1	Knows various people and groups who make, apply, and enforce rules and laws for others	x	x	x
1.2	Knows the difference between power (e.g., the capacity to direct or control something or someone) and authority (e.g., power that people have the right to use because of custom, law, or the consent of the governed)	x	x	x
1.3	Knows ways in which authority is used (e.g., parents have authority to direct and control their children) and ways in which power can be used without authority (e.g., a bully forcing smaller children to give up their lunch money, a robber holding up a bank)	x	x	x
1.4	Knows possible consequences of the absence of government and rules and laws (e.g., the strong may take advantage of the weak, people may become disorderly or violent)	x	x	x
1.5	Knows the basic purposes of government			x

STANDARD 2**Understands the sources, purposes and functions of law, and the importance of the rule of law for the protection of individual rights****Benchmarks: Level I (Grades Pre-K – 2)**

		PK	K	1	2
2.1	Knows that promoting justice is one of the fundamental purposes of law in society				x
2.2	Knows that a good rule or law solves a specific problem	x	x	x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
2.3-5.1	Knows the characteristics of an effective rule or law (e.g., well designed to achieve its purposes, understandable, possible to follow, fair, designed to protect individual rights and promote the common good.	x	x	x

STANDARD 3**Understands the concept of a constitution, the various purposes that constitutions serve, and the conditions that contribute to the establishment and maintenance of constitutional government****Benchmarks: Level I (Grades Pre-K – 2)**

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
	Not appropriate for this level			

STANDARD 4**Understands the major characteristics of systems of shared powers and of parliamentary systems (legislative)****Benchmarks: Level I (Grades Pre-K – 2)**

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
	Not appropriate for this level			

STANDARD 5
Understands the importance of Americans sharing and supporting certain values, and principles of American constitutional democracy

Benchmarks: Level I (Grades Pre-K – 2)

		PK	K	1	2
	No material specifically designated for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
5.1	Understand how Americans are united by the value, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national	x	x	x
5.2	Knows how specific documents in American history set forth shared values, principles, and beliefs (e.g. Declaration of Independence, United States Constitution and Bill of Rights)	x	x	x
5.3	Knows how various symbols are used to depict Americans’ shared values, principles, and beliefs and explain their meaning (e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, great seal, national anthem, oaths of office, mottoes such as <i>E Pluribus Unum</i>)	x	x	x
5.4	Knows how various American holidays reflect the shared values, principles, and beliefs of Americans (e.g., 4 th of July; Labor Day; Memorial Day; President’s Day; Columbus Day; Thanksgiving)	x	x	x
5.5	Knows how the values and principles of Americans’ democracy can be promoted through respecting the rights of others (e.g., being open to opposing views, not invading others’ privacy)		x	x
5.6	Knows how the values and principles of American democracy can be promoted through participating government (e.g., voting, keeping informed about public issues, serving on juries)		x	x

STANDARD 6
Understands what it meant by “the public agenda”, how it is set, and now it is influenced by public opinion and the media

Benchmarks: Level I (Grades Pre-K – 2)

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
	Not appropriate for this level			

STANDARD 7
Understands the formation and implementation of public policy

Benchmarks: Level I (Grades Pre-K – 2)

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
	Not appropriate for this level			

STANDARD 8
Understands the world is organized politically into nation-states and how nation-states interact

Benchmarks: Level I (Grades Pre-K – 2)

		PK	K	1	2
	No material specified for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
8.1	Knows that the world is divided into many different nations, each one having its own government, and knows that a nation consists of its territory, people, laws, and government	x	x	x
8.2	Knows that nations interact with other nations in the world	x	x	x

STANDARD 9
Understand the international impact of significant political and nonpolitical developments on world nations

Benchmarks: Level I (Grades Pre-K – 2)

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
	Not appropriate for this level			

STANDARD 10
Understands the formation and implementation of public policy

Benchmarks: Level I (Grades Pre-K – 2)

		PK	K	1	2
10.1	Knows examples of privacy (e.g., writing a letter in private, having a private telephone conversation, telling someone a secret), and knows that objects of privacy can be communications, a person’s thoughts and feelings, and a person’s space	x	x	x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
10.1	Knows that political rights vary from country to country	x	x	x
10.2	Knows what constitutes personal rights and why they are important (e.g., to associate with whomever one chooses, practice the religion of one’s choice	x	x	x

GEOGRAPHY

STANDARD 1
Understands the characteristics and uses of map, globes, and other geographic tools and technologies

Benchmarks: Level I (Grades PreK-2)

		PK	K	1	2
1.1	Introduce Basic concepts (map globe)		x	x	x
1.2	Identifies basic directions, continents, oceans				x

Benchmarks: Level II (Grades 3-5)

		3	4	5
1.1	Knows the basic elements of maps and globes (e.g., legend, cardinal and intermediate directions, scale, grid, principal parallels, meridians, projection)	x	x	x

1.2	Uses map grids (e.g., latitude and longitude or alphanumeric system) to plot absolute location			x	x
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STANDARD 2
Knows the location of places, geographic features, and patterns of the environment

Benchmarks: Level I (Grades PreK-2)

		PK	K	1	2
2.1	Knows the concept of the location of school, home, neighborhood, community, region and country	x	x	x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
2.1	Knows major physical and human features of places as they are represented on maps and globes	x	x	x
2.2	Knows the location of major cities in the world		x	x
2.3	Knows the approximate location of major continents, mountain ranges, and bodies of water on Earth	x	x	x

STANDARD 3
Understands the physical and human characteristics of place

Benchmarks: Level I (Grades PreK-2)

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
3.1	Knows how the characteristics of places are shaped by physical and human processes (e.g., effects of agriculture on changing land use and vegetation; effects of settlement on the building of roads; relationship of population distribution to landforms, climate, vegetation, or resources)	x	x	x

STANDARD 4
Understands the concept of regions

Benchmarks: Level I (Grades PreK-2)

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
4.1	Knows the characteristics of a variety of regions (landform, climate, vegetation)	x	x	x
4.2	Understands how regions change over time and the consequences of these changes	x	x	x

STANDARD 5
Understands that culture and experience influence people's perceptions of places and regions

Benchmarks: Level I (Grades PreK-2)

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
5.1	Understands ways in which people view and relate to places and regions differently	x	x	x
5.2	Is aware that language, stories, folktales, music, and artistic creations are expressions of culture	x	x	x

STANDARD 6
Understands the nature, distribution and migration of human populations on Earth's surface

Benchmarks: Level I (Grades PreK-5)

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
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6.1	Knows the spatial distribution of population (why people live where they live)	x	x	x
6.2	Understands voluntary and involuntary migration	x	x	x

STANDARD 7
Understands the nature and complexity of Earth’s cultural mosaics

Benchmarks: Level I (Grades Prek-2)

		PK	K	1	2
7.1	Knows the basic components of culture	x	x	x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
7.1	Knows the similarities and differences in characteristics of culture in different regions	x	x	x
7.2	Understands how cultures differ in their use of similar environments and resources		x	x
7.3	Understands how different people living in the same region maintain different ways of life		x	x

STANDARD 8
Understands how human actions modify the physical environment

Benchmarks: Level I (Grades PreK-2)

		PK	K	1	2
8.1	Knows ways in which people depend on the physical environment (e.g., food, clean air, water, mineral resources)	x	x	x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
8.1	Knows the ways people alter the physical environment (e.g., by creating irrigation projects; clearing the land to make room for houses and shopping centers; planting crops; building roads)	x	x	x
8.2	Knows the ways in which the physical environment is stressed by human activities (e.g., changes in climate, air pollution, water pollution, expanding human settlement)	x	x	x

STANDARD 9
Understands how physical systems affect human systems

Benchmarks: Level I (Grades PreK-2)

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
9.1	Knows how humans adapt to variations in the physical environment	x	x	x
9.2	Knows how communities benefit from the physical environment	x	x	x
9.3	Knows natural hazards that occur in the physical environment (e.g., floods, wind storms, tornadoes, earthquakes)	x	x	x

STANDARD 10
Understands the changes that occur in the meaning, use, distribution and importance of resources

Benchmarks: Level I (Grades PreK-2)

		PK	K	1	2
	Not appropriate for this level				

Benchmarks: Level II (Grades 3-5)

		3	4	5
10.1	Knows the characteristics, location, and use of renewable resources and nonrenewable resources	x	x	x
10.2	Knows how settlement patterns are influenced by the discovery and use of resources	x	x	x
10.3	Knows the major transportation routes that link resources	x	x	x
10.4	Knows advantages and disadvantages of recycling and reusing different types of materials	x	x	x

STANDARD 11
Understands how geography is used to interpret the past

Benchmarks: Level I (Grades PreK-2)

		PK	K	1	2
11.1	Knows how areas of a community have changed over time (in terms of e.g., size and style of homes; how people earn their living; changes in the plant and animal population)	x	x	x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
11.1	Knows the factors that have contributed to changing land use in a community	x	x	x
11.2	Knows the geographic factors that have influenced people and events in the past	x	x	x

BEHAVIORAL STUDIES

STANDARD 1

Understands that groups and cultural influences contribute to human development, identity and behavior

Benchmarks: Level I (Grades Pre-K – 2)

		PK	K	1	2
1.1	Understands that people are alike in many ways and different in many ways	x	x	x	x
1.2	Understands that people often choose to do the same kinds of things that their friends do (e.g., dress, talk, act) but that people also often choose to do certain things their own ways	x	x	x	x
1.3	Understands that the groups to which a persons belongs (e.g. family, friends, team, community) influence in varying degrees how she or he thinks and acts	x	x	x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
1.1	Understands that people can learn about others in many different ways (e.g., direct experience, mass communications media, conversations which others about their work and lives)	x	x	x
1.2	Understands that “acceptable” human behavior varies form culture to culture and from one time period to another, but there are “unacceptable” in almost all cultures, past and present	x	x	x
1.3	Understands that various factors (e.g., interests, capabilities, values) contribute to shaping a person’s identity	x	x	x
1.4	Understands that the way a person views and an incident reflects personal beliefs, experiences, and attitudes	x	x	x

STANDARD 2
Understands various meanings of social group, general implications of group membership , and different ways that groups functions

Benchmarks: Level I (Grades Pre-K – 2)

		PK	K	1	2
2.1	Knows that people belong to some group because they are born into them and to some groups because they join them	x	x	x	x
2.2	Understands that different groups, societies, and cultures have some similar, basic wants and needs	x	x	x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
2.1	Is aware that people often like or dislike other people because of membership in or exclusion from a particular social group	x	x	x
2.2	Understands that members of a group and even people in a crowd sometimes do and say things, good or bad, that they would not do or say on their own	x	x	x

STANDARD 3
Understands conflict, cooperation, and interdependence among individuals, groups and institutions

Benchmarks: Level I (Grades Pre-K – 2)

		PK	K	1	2
3.1	Knows that disagreements are common, even between family members or friends	x	x	x	x
3.2	Understands that some ways of dealing with disagreements work better than others, and that people who are no involved in an argument may be helpful in solving it	x	x	x	x
3.3	Understands that rules at home, at school, and in the community let individuals know what is expected	x	x	x	x

Benchmarks: Level II (Grades 3-5)

		3	4	5
3.1	Knows that communicating different points of view in a dispute can often	x	x	x

	help people to find a satisfactory compromise			
3.2	Understands that resolving a conflict by force rather than compromise can lead to more problems	x	x	x
3.3	Understands that one person's exercise of freedom may conflict with the freedom of others and that rules can help to resolve conflicting freedoms	x	x	x
3.4	Understands that if a conflict cannot be settled by compromise it may be decided by a vote if everyone agrees to accept the results	x	x	x