

Social Studies

<b>1. Culture: Includes experiences that provide for the study of culture and cultural diversity.</b>													
<b>The Student:</b>													
	<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>												
<b>◆ Develops understanding of themselves as individuals and members of various groups (GLE R-4-7) (GLE W-4-6)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
○ Recognizes similarities and differences among culture		I	R	R	A	A	A	A	A	A	A	A	A
○ Recognizes different cultural systems of beliefs		I	R	R	R	A	A	A	A	A	A	A	A
○ Recognizes different cultural knowledge		I	R	R	R	A	A	A	A	A	A	A	A
○ Recognizes different cultural values		I	R	R	R	A	A	A	A	A	A	A	A
○ Recognizes different cultural traditions		I	R	R	R	A	A	A	A	A	A	A	A
○ Recognizes uniqueness of different cultural systems					I	R	R	A	A	A	A	A	A
○ Recognizes multiple perspectives derived from different cultural vantage points							I	R	R	A	A	A	A
○ Understands multiple perspectives derived from different cultural vantage points							I	R	R	R	A	A	A
○ Understands cultural relativism							I	R	R	R	A	A	A
<b>◆ Develops understanding that culture is dynamic and ever-changing (GLE R-6-8) (GLE W-6-8)</b>													
○ Recognizes and understands common characteristics of different cultures			I	R	R	R	A	A	A	A	A	A	A
<b>Develops understanding of complex cultural concepts (GLE R-8-8) (GLE W-8-8)</b>													
Adaptation					I	R	R	R	A	A	A	A	A
Assimilation					I	R	R	R	A	A	A	A	A
Acculturation					I	R	R	R	A	A	A	A	A
Diffusion					I	R	R	R	A	A	A	A	A
Dissonance					I	R	R	R	A	A	A	A	A

Social Studies

<b>2. Time, Continuity, and Change: Includes experiences that provide for the study of ways human beings view themselves in and over time.</b>													
<b>The Student:</b>													
	<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>												
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Develops an understanding of their historical roots (GLE R-4-7) (GLE W-4-6)</b>													
Interpret data presented in time lines.													
Interpret data presented in time lines.				I	R	A	A	A	A	A	A	A	A
Create time lines.		I	R	R	A	A	A	A	A	A	A	A	A
Explain change and continuity over time		I	R	R	R	R	A	A	A	A	A	A	A
Recognizes what things were like in the past		I	R	R	R	A	A	A	A	A	A	A	A
Recognizes how things change and develop over time		I	R	R	R	R	A	A	A	A	A	A	A
Recognizes how they are connected to the larger human story across time													
<ul style="list-style-type: none"> <li>Gathers knowledge of the time and place, to construct a story, explanation, or historical narrative.</li> </ul>			I	R	A	A	A	A	A	A	A	A	A
Develops a historical perspective through reading appropriate materials at student's instructional level ***													
<ul style="list-style-type: none"> <li>Identifies the author or source of the historical document or narrative.</li> </ul>			I	R	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> <li>Reconstructs the literal meaning of a historical passage.</li> </ul>			I	R	A	A	A	A	A	A	A	A	A



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\*\*\*\* **Historical Fiction** is not a suggested literary text until Grade 4

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<b>2. (continued)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
• Identifies the central question(s) the historical narrative addresses.			I	R	A	A	A	A	A	A	A	A	A
• Reads historical narratives imaginatively.			I	R	A	A	A	A	A	A	A	A	A
• Appreciates historical perspectives			I	R	A	A	A	A	A	A	A	A	A
• Identifies data in historical maps			I	R	A	A	A	A	A	A	A	A	A
• Identifies the visual data presented in photographs, paintings, cartoons and architectural drawings.			I	R	A	A	A	A	A	A	A	A	A
• Compares different stories about a historical figure, era or event.			I	R	A	A	A	A	A	A	A	A	A
○ Recognizes how what has happened in the past impacts what happens in the future.													
• Hypothesizes influences of the past.		I	R	A	A	A	A	A	A	A	A	A	A
○ Uses own experiences to reflect varying points of view													
• Formulates questions to focus their inquiry or analysis.		I	R	A	A	A	A	A	A	A	A	A	A
• Compares and contrasts differing sets of ideas, values, personalities, behaviors, and institutions.		I	R	A	A	A	A	A	A	A	A	A	A
• Compares different stories about a historical figure, era, or event			I	R	A	A	A	A	A	A	A	A	A
• Analyzes illustrations in historical stories.		I	R	A	A	A	A	A	A	A	A	A	A

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<b>3. People, Places and Environments: <i>Includes experiences that provide for the study of people, places, and environments.</i></b>													
<b>The Student:</b>													
	<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>												
	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Develops an understanding about relationships between people, places, and environments by mapping information about them into a spatial context (GLE R-7-8) (GLE W-7-8)</b>													
Uses maps and other geographic representations, tools and technologies to acquire, process and report information from a spatial perspective		I	R	R	A	A	A	A	A	A	A	A	A
Uses mental maps to organize information about people, places and environments in a spatial context			I	R	R	R	A	A	A	A	A	A	A
Analyzes the spatial organization of people, places, and environments on the Earth's surface					I	R	R	A	A	A	A	A	A
<b>Develops an understanding about identities and lives of individuals and societies rooted in particular places and regions (GLE R-7-8) (GLE W-7-8)</b>													
Understands physical and human characteristics of places		I	R	R	A	A	A	A	A	A	A	A	A
Understands that people create regions to interpret the Earth's complexity					I	R	R	A	A	A	A	A	A
Understands how culture and experience influence people's perceptions of places and regions							I	R	R	R	A	A	A
<b>Develops an understanding of how physical processes shape the Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems (GLE R-5-7) (GLE W 5-7)</b>													
Understands the physical processes that shape the patterns of Earth's surface		I	R	R	R	A	A	A	A	A	A	A	A
Understands the characteristics and spatial distribution of ecosystems on Earth's surface		I	R	R	R	R	A	A	A	A	A	A	A

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Social Studies</b> <b>Develops an understanding of how human activities help shape the Earth's surface, how human settlements and structures are part of the Earth's surface, and how humans compete for control of the Earth's surface</b> <b>(GLE R-6-7) (GLE W-6-7)</b>													
Understands the characteristics, distribution, and migration of human populations on Earth's surface		I	R	R	R	R	A	A	A	A	A	A	A
Understands the characteristics, distribution, and complexity of Earth's cultural mosaics		I	R	R	A	A	A	A	A	A	A	A	A
Understands the network of economic interdependence on Earth's surface		I	R	R	R	R	R	A	A	A	A	A	A
Understands the processes, patterns, and functions of human settlement					I	R	R	R	A	A	A	A	A
Understands how the forces of cooperation and conflict among people influence the division and control of Earth's surface		I	R	R	R	A	A	A	A	A	A	A	A
<b>Develops an understanding about how the physical environment is modified by human activities, and human activities are influenced by Earth's physical features and processes</b> <b>(GLE R-7-7) (GLE W-7-7)</b>													
Understands how human activities modify the physical environment					I	R	R	A	A	A	A	A	A
Understands how physical systems affect human systems		I	R	R	R	A	A	A	A	A	A	A	A

Levels are uncertain



<b>4. Individual Development and Identity: Includes experiences that provide for the study of individual development and identity.</b>													
<b>The Student:</b>													
	<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>												
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Develops an understanding of the transition from birth to adulthood. (GLE R-4-8) (GLE W-4-8)</b>													
Examines various forms of human behavior.		I	R	R	R	R	A	A	A	A	A	A	A
○ Understands relationships, both personal and in a social context.		I	R	R	A	A	A	A	A	A	A	A	A
Understands how their personal behavior influences social processes.		I	R	R	A	A	A	A	A	A	A	A	A
Recognizes how people meet their basic needs in a variety of contexts.		I	R	R	A	A	A	A	A	A	A	A	A
Explores how social processes affect ethical behavior.		I	R	R	A	A	A	A	A	A	A	A	A
<b>◆ Explores the process of learning, growth, and development at every stage of their school experience. (GLE R-5-8) (GLE W-5-8)</b>													
Develops personal identities in the context of families, peers and communities.		I	R	A	A	A	A	A	A	A	A	A	A
○ Compares patterns of behavior evident in people of different age groups.		I	R	R	R	A	A	A	A	A	A	A	A
Explores, identifies and analyzes how people relate to others.			I	R	R	R	A	A	A	A	A	A	A

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<b>5. Individuals, Groups, and Institutions: <i>Includes experiences that provide for the study of interactions among individuals, groups, and institutions.</i></b>													
<b>The Student:</b>													
	<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>												
	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>◆ Develops an understanding of the interactions of individuals, groups and institutions (GLE R-4-7) (GLE W-4-7)</b>													
○ Understands the definition of an institution		I	R	R	A	A	A	A	A	A	A	A	A
○ Understands how institutions are formed		I	R	R	A	A	A	A	A	A	A	A	A
○ Understands various types of institutions Political Social Religious Economic Educational Health Related Cultural		I	R	R	A	A	A	A	A	A	A	A	A
○ Understands the functions of institutions in society to further the core social values in society		I	R	R	R	R	R	A	A	A	A	A	A
○ Understands how individuals control and influence institutions		I	R	R	R	R	R	A	A	A	A	A	A
○ Understands how institutions control and influence individuals and culture		I	R	R	R	R	R	R	R	A	A	A	A
○ Understands how institutions are maintained or changed		I	R	R	R	R	R	R	R	A	A	A	A
<b>◆ Examines various institutions that affect lives and influence thinking (GLE R-8-8) (GLE W-8-8)</b>													
○ Examines tensions that occur when goals, values, and principles are in conflict between two or more institutions or groups						I	R	R	R	A	A	A	A
○ Examines how our institutions respond to changing individual and group needs						I	R	R	R	A	A	A	A

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<b>5. Continued</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<ul style="list-style-type: none"> <li>○ Examines the way institutions:               <ul style="list-style-type: none"> <li>• Change over time</li> <li>• Promote social conformity</li> <li>• Influence culture</li> </ul> </li> </ul>		I	R	R	R	R	A	A	A	A	A	A	A
<ul style="list-style-type: none"> <li>○ Examines ways to effect institutional change to promote the common good</li> </ul>		I	R	R	R	R	A	A	A	A	A	A	A
<ul style="list-style-type: none"> <li>○ Understands the paradigms and traditions that comprise social and political institutions</li> </ul>					I	R	R	R	A	A	A	A	A
<ul style="list-style-type: none"> <li>○ Compares, contrasts and adds to the body of knowledge relating to the ways people and groups organize themselves around common needs, beliefs and interests</li> </ul>					I	R	R	R	A	A	A	A	A
<ul style="list-style-type: none"> <li>○ Uses research to add to the body of knowledge of individuals, groups and institutions</li> </ul>					I	R	R	R	A	A	A	A	A

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<b>6. Power, Authority, and Governance: Includes experiences that provide for the study of people, create and change structures of power, authority, and governance.</b>													
<b>The Student:</b>													
	<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>												
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Understands the historical development of power, authority, and governance in the United States and in other parts of the world (GLE R-8-8) (GLE W-8-8)</b>													
Understands what is power		I	R	R	R	A	A	A	A	A	A	A	A
Understands the various forms of power		I	R	R	R	R	R	R	A	A	A	A	A
Understands how power is gained, used, and justified				I	R	R	R	R	A	A	A	A	A
Understands what is legitimate authority				I	R	R	R	R	A	A	A	A	A
Understands the concept of law		I	R	R	R	R	R	R	A	A	A	A	A
Understands how governments are created, structured, maintained, and changed				I	R	R	R	R	A	A	A	A	A
Understands the concept of majority rule		I	R	R	R	R	R	R	A	A	A	A	A
Understands the relationship between the rights of majorities and minorities in a governmental structure				I	R	R	R	R	A	A	A	A	A
Understands how individual rights can be protected within the context of majority rule				I	R	R	R	R	A	A	A	A	A
Understands how groups and nations resolve conflicts and seek to establish order and security				I	R	R	R	R	A	A	A	A	A
Examines the dynamic relationships of individual rights/responsibilities, the needs of social groups, and the concept of a just society				I	R	R	R	R	A	A	A	A	A
Uses problem solving and decision making strategies in addressing issues and social problems encountered in public life				I	R	R	R	R	A	A	A	A	A
Understands various systems that have been developed to allocate and employ power and authority in the governing process				I	R	R	R	R	A	A	A	A	A

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<b>7. Production, Distribution, and Consumption: <i>Includes experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.</i></b>													
<b>The Student:</b>													
	<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>												
	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Develops an understanding of how people attempt to satisfy their wants and needs as consumers and producers. (GLE R-5-7) (GLE W-5-7)</b>													
Understands concept of limited resources.		I	R	R	R	A	A	A	A	A	A	A	A
○ Understands concept of supply/demand.		I	R	R	R	A	A	A	A	A	A	A	A
Differentiates between wants and needs.		I	R	R	R	A	A	A	A	A	A	A	A
<b>◆ Develops an understanding of the four fundamental questions of economics. (GLE R-8-8) (GLE W-8-8)</b>													
Understands what is to be produced		I	R	R	R	R	A	A	A	A	A	A	A
Understands how production is organized					I	R	R	R	A	A	A	A	A
○ Understands how goods and services are distributed					I	R	R	R	A	A	A	A	A
Understands what is the most effective allocation of the factors of production land labor capital management					I	R	R	R	R	A	A	A	A
Explores economic decisions.		I	R	R	R	A	A	A	A	A	A	A	A
○ Compares their own economic experiences with those of others and considers the wider consequences of those decisions on groups, communities, the nations of the world		I	R	R	R	R	R	R	A	A	A	A	A
Expands the knowledge of economic concepts and principles, and uses economic reasoning processes in addressing issues related to the four fundamental economic questions.							I	R	R	R	A	A	A
Develops an economic perspective and an understanding of domestic and global policy options related to health care, resource use, conservation, unemployment and trade.							I	R	R	R	A	A	A

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<b>8. Science, Technology, and Society: <i>Includes experiences that provide for the study of relationships among science, technology, and society.</i></b>													
<b>The Student:</b>													
	<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>												
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Understands the relationship among science, technology, and society (GLE R-7-8) (GLE W-7-8)</b>													
Examines the evolution of technology and its impact on society				I	R	R	R	A	A	A	A	A	A
Examines the impact of technology on the human condition		I	R	R	R	A	A	A	A	A	A	A	A
Examines how technology relates to human values and behaviors					I	R	R	R	R	A	A	A	A
Examines the integration and managements of technology in social institutions					I	R	R	R	R	A	A	A	A

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<b>9. Global Connections: <i>Includes experiences that provide for the study of connections and interdependence.</i></b>													
<b>The Student:</b>													
<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>													
	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>◆ Develops an understanding of the increasingly important and diverse global connections among world societies. (GLE R-9-8) (GLE W-9-8)</b>													
<ul style="list-style-type: none"> <li>○ Analyzes tensions between national interests and global priorities, which contribute to the development of possible solutions to persistent and emerging global issues in many fields:                             <ul style="list-style-type: none"> <li>● health care, economic development, environmental quality, universal human rights and others.</li> </ul> </li> </ul>				I	R	R	R	R	R	A	A	A	A
<ul style="list-style-type: none"> <li>○ Analyzes patterns and relationships within and among world cultures:                             <ul style="list-style-type: none"> <li>● economic competition and interdependence, age-old enmities, political and military alliances and others.</li> </ul> </li> </ul>				I	R	R	R	R	R	A	A	A	A
<ul style="list-style-type: none"> <li>○ Examines policy alternatives which have both national and global implications.</li> </ul>				I	R	R	R	R	R	A	A	A	A
<ul style="list-style-type: none"> <li>○ Explores global connections through personal experiences and various forms of media.</li> </ul>				I	R	R	R	R	R	A	A	A	A

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<b>10. Civic Ideals and Practices: <i>Includes experiences that provide for the study of ideals, principles, and practices of citizenship in a democratic republic.</i></b>													
<b>The Student:</b>													
	<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>												
	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Students demonstrate an understanding of origins, forms and purposes of government by...</b> (GLE R-8-7) (GLE W-8-7)													
○ Examines the evolution of civic ideals and practices in the home, community, and in diverse societies		I	R	R	R	R	R	R	A	A	A	A	A
Understands the evolution and responsibility of civic participation for the continuous improvement of the individual and society <ul style="list-style-type: none"> <li>• Examines the meaning of citizenship</li> <li>• Examines civic participation</li> <li>• Examines the concept of and justification for civil disobedience</li> <li>• Examines the balance between rights and responsibilities</li> <li>• Examines the role of the citizen in the community, the nation, and as a member of the world community</li> <li>• Examines how to bring about positive change in society through service learning (community service)</li> </ul>		I	R	R	R	R	R	R	A	A	A	A	A
<b>◆ Participate in community service activities</b> (GLE R 8-8) (GLE W-8-8)													
○ Examines active roles in their communities		I	R	R	R	R	A	A	A	A	A	A	A
○ Identifies and researches issues of political / social / economic community needs					I	R	R	R	A	A	A	A	A
Develops plans for solution of identified community issue						I	R	R	R	A	A	A	A
Presents plans of action in a public forum						I	R	R	R	A	A	A	A
<b>11. Civics &amp; Government and Historical Perspectives/R.I. History: <i>People create and change structures of power, authority, and governance in order to accomplish common goals.</i></b>													









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Continued	K	1	2	3	4	5	6	7	8	9	10	11	12
<ul style="list-style-type: none"> <li>○ <u>explains different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities</u></li> </ul>				I	R	A	A	A	A	A	A	A	A
<b>People engage in political processes in a variety of ways.</b>													
<b>Demonstrates an understanding of political systems and political processes by...</b> C&G 4 (K-2) –1; C&G 4 (3-4)-1													
identifies forms of civic participation (e.g., voting, conducting a survey)	I	R	A	A	A	A	A	A	A	A	A	A	A
<u>identifies forms and levels (e.g., voting vs. running for office, organizing a meeting vs. attending a meeting) of civic participation and how it affects the common good (local, state, national, world)</u>				I	R	A	A	A	A	A	A	A	A
<b>Demonstrates their participation in political processes by...</b> C&G 4 (K-2) – 2; C&G 4 (3 and 4) – 2													
experiences a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern)	I	R	A	A	A	A	A	A	A	A	A	A	A
<u>engages in a variety of forms of participation (e.g., voting, petition, survey) and explaining the purpose of each form</u>				I	R	A	A	A	A	A	A	A	A
<b>Participates in a civil society by...</b> C&G 4 (K-2) – 3; C&G 4 (3 and 4) – 3													
identifies problems, plans and implements solutions in the classroom, school, and community (e.g., problem of litter/solutions-each picks up one piece of trash, recycle, plan a clean-up day, etc.)	I	R	A	A	A	A	A	A	A	A	A	A	A
identifies problems, plans and implements solutions, <u>and evaluates the outcomes</u> in the classroom, school, community, <u>state, nation, or world</u> (e.g., problem of global warming/solutions-recycling, energy conservation)				I	R	R	A	A	A	A	A	A	A







