

K-5 Social Studies Standards/Benchmarks/Core Indicators

Social Studies Standard 1:

1.0 Students will demonstrate knowledge and conceptual understanding of history.

Strand: History

K-2 Benchmark:

1.1 Students will describe similarities and differences of today and long ago.

Kindergarten

K.1.1.1 Students will make comparisons between people and events of today and long ago.

K.1.1.2 Students will define history as a story about the past.

First Grade

1.1.1.1 Students will use the terms past, present, or future to describe changes.

1.1.1.2 Students will compare their families to ones long ago.

1.1.1.3 Students will compare their schools to ones long ago.

1.1.1.4 Students will recognize three ways families change.

1.1.1.5 Students will contrast four modes of transportation for long ago and today.

Second Grade

2.1.1.1 Students will compare and contrast the daily lives of persons in the past and present.

2.1.1.2 Students will explain the reasons key individuals and events are celebrated as national holidays.

3-5 Benchmark:

1.2 Students will demonstrate knowledge of major historical events and contributions of indigenous peoples and other historical figures to the development of our nation, our state, and our community.

Third Grade

3.1.2.1 Students will identify various perspectives of the same historical event.

3.1.2.2 Students will demonstrate points of view through writing and discussing major historical figures and events.

3.1.2.3 Students will explain the contributions of minorities in Iowa and Sioux City.

Fourth Grade

4.1.2.1 Students will identify major historical figures of Iowa and Sioux City.

4.1.2.2 Students will identify major historical events of Iowa and Sioux City.

4.1.2.3 Students will describe the people who settled Iowa and Sioux City, their reasons for settlement, and their contributions.

4.1.2.4 Students will describe the Missouri River's historical impact on the people, lifestyle, and economy of Iowa and Sioux City.

4.1.2.5 Students will discuss the role of Lewis and Clark's expedition on the expansion of the United States, Iowa, and Sioux City.

4.1.2.6 Students will produce an oral or written report on a related historical topic, using primary and secondary resources.

4.1.2.7 Students will discuss various perspectives of the same historical event.

Fifth Grade

- 5.1.2.1 Students will explain how Native Americans settled the continent and how different nations of Indians interacted with their environment.
- 5.1.2.2 Students will demonstrate understanding of the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to the U.S.
- 5.1.2.3 Students will explain the reason European countries explored and colonized the United States.
- 5.1.2.4 Students will explain where and how the first settlements were founded.
- 5.1.2.5 Students will understand the differences and similarities among Africans, Europeans, and Native Americans who converged in the United States.
- 5.1.2.6 Students will describe how trade and exploration led to the conquest and settlement of the United States.
- 5.1.2.7 Students will tell how European settlers interacted with Native Americans.
- 5.1.2.8 Students will describe how the thirteen original British colonies were established and what life was like there.
- 5.1.2.9 Students will demonstrate an understanding of the ideas that were significant in the development of the country and that helped to forge its unique identity.
- 5.1.2.10 Students will identify the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.
- 5.1.2.11 Students will trace the American Revolution from beginning to end.
- 5.1.2.12 Students will describe the role that women played in the American Revolution.
- 5.1.2.13 Students will demonstrate an understanding of the course and character of the Civil War and its effects on the American people.
- 5.1.2.14 Students will analyze the causes and consequences of the Civil War.
- 5.1.2.15 Students will compare the resources of the Union and the Confederacy.
- 5.1.2.16 Students will identify the turning points of the war and final outcome of the war.
- 5.1.2.17 Students will evaluate the provisions and significance of the Emancipation Proclamation, and Lincoln's reasons for using it.
- 5.1.2.18 Students will compare and explain the different roles and perspectives in the Civil War, including white settlers, free and enslaved African Americans, and Native Americans.
- 5.1.2.19 Students will demonstrate understanding of the attempts to rebuild our nation after the American Civil War.
- 5.1.2.20 Students will tell how the reunified United States reconstructed the South after the war.
- 5.1.2.21 Students will explain the provisions of the 14th and 15th Amendments.
- 5.1.2.22 Students will evaluate the goals and accomplishments of the Freedmen's Bureau.
- 5.1.2.23 Students will demonstrate understanding of the causes of World War I and II, and the reasons the United States intervened.
- 5.1.2.24 Students will explain the causes and outcomes of World War I and II.
- 5.1.2.25 Students will tell how the United States grew into a superpower after the Great Depression and World War II.
- 5.1.2.26 Students will evaluate the significance of President Franklin D. Roosevelt's New Deal.
- 5.1.2.27 Students will demonstrate understanding of how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
- 5.1.2.28 Students will describe postwar America, its culture, and its fight for civil rights.
- 5.1.2.29 Students will explain the events that lead up to the end of the Cold War and the fall of communism.

K-5 Social Studies Standards/Benchmarks/Core Indicators

Social Studies Standard 2:

2.0 Students will demonstrate knowledge and conceptual understanding of geography.

Strand: Geography

K-2 Benchmark:

2.1 Students will access information from a map or globe.

Kindergarten

K.2.1.1 Students will recognize that a map is a picture of a real place as seen from above.

K.2.1.2 Students will identify land and water on a map or globe.

K.2.1.3 Students will demonstrate the proper use of spatial words such as near/far, here/there, etc.

K.2.1.4 Students will name the four seasons and the characteristics of each one.

K.2.1.5 Students will explain how the four seasons affect people, animals, and plants.

First Grade

1.2.1.1 Students will explain the relationship of their community to the world.

1.2.1.2 Students will identify the key/legend of a map and a globe.

1.2.1.3 Students will recognize landforms and bodies of water on the Earth.

1.2.1.4 Students will recognize and locate on a map our country, state, and community.

1.2.1.5 Students will identify the four seasons and the weather associated with each one.

Second Grade

2.2.1.1 Students will interpret the symbols on a map key and a compass rose.

2.2.1.2 Students will find places on a neighborhood map, using a simple letter-number grid.

2.2.1.3 Students will identify cardinal directions.

2.2.1.4 Students will use cardinal directions and a map key to locate a designated area on a map.

3-5 Benchmark:

2.2 Students will use maps, globes, charts, and graphs to access information.

Third Grade

3.2.2.1 Students will define and differentiate the geographical terms of community, city, county, state, and country.

3.2.2.2 Students will explain how the community, city, county, state, and country are inter-connected.

3.2.2.3 Students will identify the cardinal directions on a map.

3.2.2.4 Students will identify intermediate directions (NW, NE, SW, SE) to locate places on a map.

3.2.2.5 Students will read and interpret a map legend and a map key.

3.2.2.6 Students will label maps (i.e. continents, oceans, rivers, landforms, etc.).

3.2.2.7 Students will identify where Iowa is located on a map and use intermediate directions to name surrounding states.

Fourth Grade

4.2.2.1 Students will label a physical map of each region of the United States and

the State of Iowa.

- 4.2.2.2 Students will read, write, and interpret data from a simple graph or chart.
- 4.2.2.3 Students will identify and locate the earth's seven continents, four oceans, the Equator, the Prime Meridian, and the northern, southern, eastern and western hemispheres.
- 4.2.2.4 Students will use reference points, latitude/longitude, cardinal and ordinal directions, size, shape, and scale to locate positions on maps and globes.
- 4.2.2.5 Students will explain and interpret the purpose and use of political and physical maps.
- 4.2.2.6 Students will identify on a map, the major geographical areas of the U.S.
- 4.2.2.7 Students will describe a location in terms of relative and absolute location.
- 4.2.2.8 Students will identify the states, major cities, and landmarks within a region.
- 4.2.2.9 Students will identify and describe the landforms, bodies of water, and boundaries of Iowa.
- 4.2.2.10 Students will identify Iowa's major cities and landmarks.
- 4.2.2.11 Students will describe Iowa's climate, and its impact on the people, lifestyle, and economy.
- 4.2.2.12 Students will compare and contrast predictable environmental changes, such as weather patterns and seasons, with unpredictable changes such as floods and droughts, and their economic effects.

Fifth Grade

- 5.2.2.1 Students will tell how the geography of America influenced the first American lives.
- 5.2.2.2 Students will identify the location, features, and natural resources of the United States.
- 5.2.2.3 Students will recognize and locate the national boundaries, the physical features, the bodies of water, the fifty states, and the U.S. possessions.
- 5.2.2.5 Students will identify the states, major cities, and landmarks of regions in the United States.
- 5.2.2.4 Students will identify and describe the landforms, bodies of water, and boundaries of the United States.
- 5.2.2.6 Students will identify some major cities and landmarks of the United States.
- 5.2.2.7 Students will describe the climate of the regions of the United States, and its impact on the people, lifestyle, and economy.

Social Studies Standard 3:

3.0 Students will demonstrate knowledge and conceptual understanding of government and civics.

Strand: Government and Civics

K-2 Benchmark:

3.1 Students will recognize the rights and responsibilities of being a good citizen.

Kindergarten

K.3.1.1 Students will demonstrate citizenship by following rules and by respecting the rights of others and self.

K.3.1.2 Students will discuss why classroom and school rules are important.

K.3.1.3 Students will identify and explain the rules that apply to home and school.

K.3.1.4 Students will show respect for others (i.e.—keeping the community, school, classroom clean).

First Grade

1.3.1.1 Students will name two responsibilities of a citizen.

1.3.1.2 Students will identify the rules in the classroom.

1.3.1.3 Students will identify two laws in a community (i.e.—parking zones, traffic lights, seatbelt use, etc.).

1.3.1.4 Students will participate in classroom decision making and voting.

Second Grade

2.3.1.1 Students will name two rights of citizens of the United States.

2.3.1.2 Students will identify two attributes of a responsible citizen.

3-5 Benchmark:

3.2 Students will demonstrate the knowledge of citizen's freedoms and responsibilities.

Third Grade

3.3.2.1 Students will explain their responsibility for respecting the property of others.

3.3.2.2 Students will demonstrate respect of the rights of others by following school and classroom rules.

3.3.2.3 Students will create a set of classroom rules and consequences.

3.3.2.4 Students will compare school rules and public laws.

Fourth Grade

4.3.2.1 Students will identify and describe the rights and responsibilities of U.S. citizens.

4.3.2.2 Students will demonstrate appropriate citizenship skills in daily school life and decision-making.

Fifth Grade

5.3.2.1 Students will explain the rights and responsibilities of U.S. citizens as defined by the U.S. Constitution.

K-2 Benchmark:

3.3 Students will demonstrate a developing awareness of civic leaders and symbols.

Kindergarten

K.3.3.1 Students will identify the U.S. flag and the Bald Eagle as national symbols.

K.3.3.2 Students will identify titles of national and school leaders.

First Grade

1.3.3.1 Students will identify important leaders, the President, the mayor, and the principal of the school.

1.3.3.2 Students will identify three American heroes (Washington, Lincoln, and Dr. M. L. King) and three symbols of the United States.

Second Grade

2.3.3.1 Students will identify two services that local government provides (i.e.—firefighters, policemen, etc.).

2.3.3.2 Students will identify past and recent American heroes.

3-5 Benchmark:

3.4 Students will demonstrate knowledge of the basic organization of federal, state, and local governments in American society.

Third Grade

3.3.4.1 Students will describe the election process at the various levels of government.

3.3.4.2 Students will identify elected officials at the local, state, and national levels of government.

Fourth Grade

4.3.4.1 Students will explain the checks and balances of the three branches of government.

4.3.4.2 Students will identify national and state elected officials, their job responsibilities and their qualifications for the job.

4.3.4.3 Students will identify national symbols and explain the historical significance (i.e.—Capitol, White House, U.S. flag, Tomb of the Unknown, Great Seal, Liberty Bell, and the Pledge of Allegiance.)

Fifth Grade

5.3.4.1 Students will demonstrate the understanding of events that celebrate and exemplify fundamental values and principles of American democracy.

5.3.4.2 Students will explain the essential characteristics of American democracy.

5.3.4.3 Students will explain the significance of the Declaration of Independence.

5.3.4.4 Students will explain the significance of the Constitution of the United States.

5.3.4.5 Students will explain the significance of the Bill of Rights and its specific guarantees.

5.3.4.6 Students will trace the development of the first American party system.

5.3.4.7 Students will explain the major responsibilities of each branch of the United States government.

5.3.4.8 Students will describe the process of choosing and the role of the President of the United States.

Social Studies Standard 4:

4.0 Students will demonstrate the knowledge and conceptual understanding of economics.

Strand: Economics

K-2 Benchmark:

4.1 Students will identify how people provide for their families.

Kindergarten

K.4.1.1 Students will recognize different occupations in the community.

K.4.1.2 Students will describe community helpers/workers and the jobs they perform.

K.4.1.3 Students will draw and discuss jobs students might perform in the future.

First Grade

1.4.1.1 Students will identify four different occupations and explain why persons have these jobs.

Second Grade

2.4.1.1 Students will list different occupations in the region.

K-2 Benchmark:

4.2 Students will describe the use of money in everyday life.

Kindergarten

K.4.2.1 Students will describe how people earn money to pay for their basic needs and wants.

K.4.2.2 Students will explain the reasons people save money to meet their needs and wants.

First Grade

1.4.2.1 Students will identify three basic needs and three wants of most families.

1.4.2.2 Students will give one example of a good and a service.

1.4.2.3 Students will explain two ways people can save money.

Second Grade

2.4.2.1 Students will describe how consumers depend upon workers in the production and exchange of goods and services. (i.e.—community helpers, products from factories, etc.)

2.4.2.2 Students will describe how a good is made and then transported to market.

2.4.2.3 Students will distinguish between needs and wants.

3-5 Benchmark:

4.3 Students will demonstrate the knowledge of a system of providing goods and services.

Third Grade

3.4.3.1 Students will explain how choices affect consumers.

3.4.3.2 Students will relate a real situation when a decision about how to spend a limited amount of money had to be made, along with the rationale for the decision.

3.4.3.3 Students will explain how supply and demand impact personal economic

decisions.

Fourth Grade

- 4.4.3.1 Students will explain how a regions in the United States are interdependent.**
- 4.4.3.2 Students will describe the goods and services produced in U.S. regions and the state of Iowa, along with their exports.**
- 4.4.3.3 Students will identify the human, natural, and capital resources used to produce and distribute products from U.S. regions.**
- 4.4.3.4 Students will identify local natural resources and the impact on the Sioux City economy, industry, agriculture, commerce, and transportation.**
- 4.4.3.5 Students will describe how national economic crises have impacted the development and growth of Sioux City (i.e.—Panic of 1893, the Great Depression, etc.).**
- 4.4.3.6 Students will describe how people in different regions earn their living, past and present.**
- 4.4.3.7 Students will describe the impact of mass production, specialization, and the division of labor on economic growth.**

Social Studies Standard 5:

5.0 Students will demonstrate knowledge and conceptual understanding of culture.

Strand: Culture

K-2 Benchmark:

5.1 Students will describe similarities and differences of individuals, families, groups, and traditions.

Kindergarten

K.5.1.1 Students will identify differences and similarities among children in the classroom.

K.5.1.2 Students will identify roles of children and adults in a family and in the school.

K.5.1.3 Students will compare family traditions and/or holiday celebrations.

K.5.1.4 Students will discuss reasons that at least one national holiday is celebrated, (i.e.—President's Day, Memorial Day, Independence Day, Veterans' Day, Thanksgiving Day).

First Grade

1.5.1.1 Students will recognize how families learn together and help each other.

1.5.1.2 Students will identify two ways people are similar and different.

1.5.1.3 Students will define members and roles of a family.

1.5.1.4 Students will identify three ways families work and play together.

1.5.1.5 Students will recognize at least three cultural holidays.

1.5.1.6 Students will describe one custom or family tradition.

Second Grade

2.5.1.1 Students will identify folklore, traditions, music, and art from various cultures that have become a part of the heritage of the United States.

2.5.1.2 Students will identify two attributes of a responsible citizen.

2.5.1.3 Students will illustrate a family tradition.

2.5.1.4 Students will match three cultures associated with given traditions (i.e.—St. Patrick's Day, Cinco de Mayo, Fourth of July, etc.)

2.5.1.5 Students will match culture with its music.

3-5 Benchmark:

5.2 Students will demonstrate differences and similarities in practices and contributions of the many cultures of the United States, past and present.

Third Grade

3.5.2.1 Students will define and use meaningfully the terms of culture, custom, and community.

3.5.2.2 Students will explain the relationship between holidays and cultures (i.e.—Kwanzaa, Cinco de Mayo, etc.)

3.5.2.3 Students will relate the importance of respecting and sharing cultures.

Fourth Grade

4.5.2.1 Students will describe the ways ethnic cultures influence the daily lives of people.

- 4.5.2.2 Students will describe the cultural practices and products of the different groups who have settled in Iowa.**
- 4.5.2.3 Students will describe how various groups and cultures have interacted and influenced the unique heritage of Sioux City.**
- 4.5.2.4 Students will locate various areas and describe the influence of the early religious communities in the settlement of Iowa**
- 4.5.2.5 Students will compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.**
- 4.5.2.6 Students will describe examples of cooperation and interdependence among individuals and groups in the U.S. regions and in the state of Iowa.**
- 4.5.2.7 Students will describe how differences in cultures may lead to understanding or misunderstanding among people.**

Fifth Grade

- 5.5.2.1 Students will describe waves of immigration to the United States and the areas from which people came in each wave.**
- 5.5.2.2 Students will assess the challenges, opportunities, and contributions of different immigrant groups.**
- 5.5.2.3 Students will describe the factors that drew people to settle in the Great Plains.**
- 5.5.2.4 Students will describe how settlers moved across the frontier and how the nation expanded.**
- 5.5.2.5 Students will describe the experiences of African-Americans under slavery.**
- 5.5.2.6 Students will describe the movement to secure greater rights for women.**
- 5.5.2.7 Students will summarize the role of Dr. Martin Luther King in promoting the passage of the Civil Rights Act in 1964.**

Social Studies Standard 6:

6.0 Students will demonstrate knowledge and conceptual understanding of the influence of technology and science on the past, present, and future.

Strand: Technology

K-2 Benchmark:

6.1 Students will identify and use various kinds of technology in the context of social studies and personal lives.

Kindergarten

K.6.1.1 Students will use the telephone to report an emergency or to call home.

K.6.1.2 Students will recognize and use a computer as a technology tool.

First Grade

1.6.1.1 Students will describe ways persons communicate using technology.

1.6.1.2 Students will identify two inventions or ideas that made or make communication easier.

1.6.1.3 Students will demonstrate knowledge of and use of the computer components (i.e.—mouse, monitor, keyboard, etc.)

Second Grade

2.6.1.1 Students will identify and use various kinds of technology.

2.6.1.2 Students will use a computer to access weather information.

2.6.1.3 Students will describe the difference between weather and climate.

3-5 Benchmark:

6.2 Students will demonstrate the ability to use and apply research to explain the influence of technology and science on the past, present, and future.

Third Grade

3.6.2.1 Students will describe a variety of resources used to research a specific topic (i.e.—encyclopedia, internet, atlas, etc.).

3.6.2.2 Students will write a short report on a designated topic, using research.

3.6.2.3 Students will identify and describe examples in which science and technology have changed the lives of people.

3.6.2.4 Students will explain how inventions have changed people's lives over time.

Fourth Grade

4.6.2.1 Students will explain how communication and transportation have impacted the development of regions of the U.S., including Iowa.

4.6.2.2 Students will compare past and present technologies related to energy, transportation, and communication.

4.6.2.3 Students will describe how technological change, either beneficial or harmful has impacted people and the environment.

4.6.2.4 Students will describe how scientific discoveries and technological innovations have benefited business.

4.6.2.5 Students will predict how future scientific discoveries and technological innovations might affect life.

Fifth Grade

- 5.6.2.1 Students will demonstrate their understanding of how inventions and industry significantly impacted the lives of the American people.**
- 5.6.2.2 Students will explain what the Industrial Revolution meant for people of the United States.**
- 5.6.2.3 Students will explain how the changes in transportation affected American life.**
- 5.6.2.4 Students will name two inventions and tell how they changed American life.**

Social Studies Standard 7:

7.0 Students will apply social science concepts to real world applications.

Strand: Applications of Social Science

K-2 Benchmark:

7.1 Students will demonstrate practices of good citizenship.

Kindergarten

K.7.1.1 Students will participate in classroom voting.

K.7.1.2 Students will recite the Pledge of Allegiance.

First Grade

1.7.1.1 Students will identify ways persons learn and connect to the world.

1.7.1.2 Students will share and discuss a current event.

1.7.1.3 Students will demonstrate the practice of good citizenship and good character.

Second Grade

2.7.1.1 Students identify an individual's rights and responsibilities at home, in school, and in the community.

2.7.1.2 Students will demonstrate practices of good citizenship.

2.7.1.3 Students will demonstrate respect for self and others.

2.7.1.4 Students will resolve conflict appropriately.

3-5 Benchmark:

7.2 Students will develop into productive members of their communities.

Third Grade

3.7.2.1 Students will demonstrate classroom and school rules, in and out of a school setting.

3.7.2.2 Students will demonstrate conflict management skills (i.e.—walk away, laugh about it, compromise, find a mediator, etc.).

3.7.2.3 Students will demonstrate good citizenship skills.

3.7.2.4 Students will participate in the discussion of current events.

Fourth Grade

4.7.2.1 Students will use current events to assist in posing questions about the United States for further research using people, print, and technology.

4.7.2.2 Students will locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals.

Fifth Grade

5.7.2.1 Students will reflect on what has been learned to demonstrate an understanding of their roles with regard to their city, state, nation, and world.

5.7.2.2 Students will analyze opposing viewpoints of current events.

5.7.2.3 Students will write personal narratives about being responsible citizens.

