

ICCSD Standards, and Benchmarks -- Social Studies

Social Studies Content Standards

What Students Are Expected to Know, and be Able to Do

Kindergarten through Twelfth Grade

<u>Culture</u>	<u>Power, Authority, and Governance</u>
<u>Time, Continuity, and Change</u>	<u>Production, Distribution, Consumption</u>
<u>People, Places, and Environment</u>	<u>Science, Technology, and Society</u>
<u>Individual Development and Identity</u>	<u>Global Connections</u>
<u>Individuals, Groups, and Institutions</u>	<u>Civic Ideals and Practices</u>

Culture

Understand the nature of culture, cultural diversity, cultural change across time, and space, and the multiple perspectives which emerge from varying cultures, as well as demonstrate a respect for human differences, and an appreciation of human commonalities.

Time, Continuity, and Change

Develop, and demonstrate the use of historical thinking skills, and an understanding of life, culture, events, key documents, and personalities in past, and current times, and the process of change over time as well as the power of tradition, and a personal perspective on how the past relates to the present as well as its implications for the future.

People, Places, and Environment

Learn critical geographic thinking skills as well as key themes, concepts, spatial relationships, and geographic perspectives, and abilities, and apply them to an understanding of human behavior in relation to the physical, and cultural environment

Individual Development and Identity

Understand the processes of learning, human behavior, individual growth, and development, and the shaping of personal identity in the context of culture, and society, and apply these learnings to the building of a positive self-image

Individuals, Groups, and Institutions

Acquire, and apply an understanding of the dynamic relationships between, and among the individual, the family, the community, the world of work, and other social groups, and institutions which exist in any community, culture, and/or society

Power, Authority, and Governance

Develop, and apply an understanding of how people conceptualize, create, and modify power, authority, and governance systems to regulate the dynamic relationships between the basic rights, and responsibilities of

individuals, and the needs of society, as well as key principles, and foundational documents associated with the American style of democracy

Production, Distribution, and Consumption

Develop, and demonstrate an understanding of the various ways in which people organize, and maintain systems to deal with the problem of scarcity, and how they deal with the desire of people to have their wants, and needs met through a system of production, distribution, and consumption of goods, and services

Science, Technology, and Society

Develop, and apply an understanding of the complex relationships between, and among the social sciences, and the humanities, the sciences, technology, and the world of work, as well as the critical relationships

Global Connections

Develop an accurate picture of themselves in relation to the world as they learn, and apply concepts, and skills related to historical, cultural, geographic, technological, ethical, and societal issues which make this an ever more connected world community

Civic Ideas and Practices

Develop, and demonstrate an ability to apply concepts, principles, skills, and strategies associated with civic competence, and enlightened participatory citizenship in a democratic society

Social Studies Benchmarks

Description of the Specific Level of Information, and Skill by Grade

<u>Kindergarten</u>	<u>Sixth Grade</u>
<u>First Grade</u>	<u>Seventh Grade</u>
<u>Second Grade</u>	<u>Eighth Grade</u>
<u>Third Grade</u>	<u>Ninth Grade</u>
<u>Fourth Grade</u>	<u>Tenth Grade</u>
<u>Fifth Grade</u>	<u>Eleventh Grade</u>
<u>Twelfth Grade</u>	

Kindergarten

Relative to the individual (self)

Identify the impact of culture on the life of oneself.	Identify how time, continuity, and change impact oneself.
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Explain how people, places, and environment influence the life of oneself.	Give examples of how culture, and society influence one's life.
Give examples of how relationships influence one's life.	Give examples of authority, and governance influences on one's life
Identify the impact of production, distribution, and consumption on the individual's life.	Give examples of influences on one's life relative to science, and technology.
Identify how global connections (historical, cultural, geographic, technological, ethical, and societal issues) influence one's life.	Give examples of civic ideals, and practices related to one's life.

First Grade

Relative to the family

Identify the impact of culture on the family.	Identify how time, continuity, and change impact a family.
Explain how people, places, and environment influence the family.	Give examples of how culture, and society influence one's family.
Give examples of how relationships influence family life.	Give examples of authority, and governance influences on family life.
Identify the impact of production, distribution, and consumption on family life.	Give examples of the impact of science, and technology on family life.
Identify how global connections (historical, cultural, geographic, technological, ethical, and societal issues) influence one's family.	Give examples of civic ideals, and practices related to family life.

Second Grade

Relative to living in neighborhoods

Identify the impact of culture as it relates to living in a neighborhood.	Identify how time, continuity, and change impact living in a neighborhood.
Explain how people, places, and environment influence living in a neighborhood.	Give examples of how culture, and society influence living in a neighborhood.
Give examples of how relationships influence neighborhood life.	Give examples of authority, and governance influences on neighborhood life.
Identify the impact of production,	Give examples of the impact of science,

distribution, and consumption on neighborhood life.	and technology on neighborhood life.
Identify how global connections (historical, cultural, geographic, technological, ethical, and societal issues) influence neighborhood life.	Give examples of civic ideals, and practices related to living in a neighborhood.

Third Grade

Relative to communities

Identify the impact of culture as it relates to living in a community.	Identify how time, continuity, and change impact living in a community.
Explain how people, places, and environment influence living in a community.	Give examples of how culture, and society influence living in a community.
Give examples of how relationships influence community life.	Give examples of authority, and governance influences on community life.
Identify the impact of production, distribution, and consumption on community life.	Give examples of the impact of science, and technology on community life.
Identify how global connections (historical, cultural, geographic, technological, ethical, and societal issues) influence community life.	Give examples of civic ideals, and practices related to living in a community.

Fourth Grade

Relative to regions of the United States

Identify the impact of culture as it relates to the different regions of the United States.	Identify how time, continuity, and change impact the regions of the United States.
Explain how people, places, and environment influence the regions of the United States.	Give examples of how culture, and society influence the regions of the United States.
Give examples of how relationships influence the regions of the United States.	Give examples of the influence of authority, and governance on the regions of the United States.
Identify the impact of production, distribution, and consumption on the	Give examples of the impact of science, and technology on regions of the United

regions of the United States.	States.
Identify how global connections (historical, cultural, geographic, technological, ethical, and societal issues) influence life in the regions of the U.S.	Give examples of civic ideals, and practices related to living in the regions of the U.S.

Fifth Grade

Relative to U.S. History (exploration through westward movement) and Iowa History

Identify the impact of culture as it relates to U.S. and Iowa history.	Identify how time, continuity, and change impact U.S. and Iowa history.
Explain how people, places, and environment influence U.S. and Iowa history.	Give examples of how culture, and society influence U.S. and Iowa history.
Give examples of how relationships influence U.S. and Iowa history.	Give examples of authority and governance influences U.S. and Iowa history.
Identify the impact of production, distribution, and consumption on U.S. and Iowa history.	Give examples of influences U.S. and Iowa history relative to science and technology.
Identify how global connections (historical, cultural, geographic, technological, ethical, and societal issues) influence U.S-Iowa history.	Give examples of civic ideals, and practices related to U.S. and Iowa history.

Sixth Grade

Relative to the concept of culture and the study of ancient cultures

Identify the impact of culture as it relates to ancient cultures.	Identify how time, continuity, and change impact ancient cultures.
Explain how people, places, and environment influence ancient cultures.	Give examples of how culture and society influence ancient cultures.
Give examples of how relationships influence ancient cultures.	Give examples of authority, and governance influences ancient cultures.
Identify the impact of production, distribution, and consumption on ancient cultures.	Give examples of influences ancient cultures relative to science, and technology.
Identify how global connections (historical, cultural, geographic,	Give examples of civic ideals, and practices related to ancient cultures.

technological, ethical, and societal issues) influence ancient cultures.	
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Global Studies (Seventh Grade)

Relative to global studies (non-Western world: Asia, Africa, Russia/C.I.S., Middle East; units on social scientist, culture, population, and hunger)

Identify the impact of culture on non-Western societies.	Identify how time, continuity, and change impact non-Western societies.
Explain how people, places, and environment influence geographic characteristics in non-Western societies.	Give examples of how culture, and society influence individual, and group identity in non-Western societies.
Give examples of the relationships that exist between individuals, families, community groups, and other societal institutions in non-Western societies.	Give examples of how non-Western societies conceptualize, create, modify, and use power, authority, and governance systems.
Identify the impact of production, distribution, and consumption on the economic development of non-Western societies.	Identify the impact of science, and technology on non-Western societies.
Identify how global connections (historical, cultural, geographic, technological, ethical, and societal issues) influence non-Western societies.	Give examples of civic ideals, and practices as they relate to non-Western societies, and their relationships to the United States.

American Studies I (Eighth Grade)

Relative to U.S History (early American History to 1900)

Identify the impact of culture as it relates to United States history.	Identify how time, continuity, and change impacted United States history.
Explain how people, places, and environment influenced United States history.	Give examples of how culture, and society influenced United States history.
Give examples of how relationships between individuals, families, and community groups influenced United States history.	Give examples of how the basic rights, and responsibilities of individuals, and the needs of society have been influenced by systems of authority, and governance throughout United States history.
Identify the impact of production, distribution, and consumption of goods,	Identify how science, and technology have impacted United States history.

and services on United States history.	
Identify how global connections (historical, cultural, geographic, technological, ethical, and societal issues) influenced United States history.	Give examples of civic ideals, and practices related to United States history.

American Studies II (Ninth Grade)

Relative to U.S History (1900 to present)

Identify the impact of culture as it relates to United States history.	Identify how time, continuity, and change impacted United States history.
Explain how people, places, and environment influence United States history.	Give examples of how culture and society influenced United States history.
Give examples of how relationships between individuals, families, and community groups influenced United States history.	Give examples of how the basic rights and responsibilities of individuals and the needs of society have been influenced by systems of authority and governance throughout United States history.
Identify the impact of production, distribution, and consumption of goods and services on United States history.	Identify how science and technology have impacted United States history.
Identify how global connections (historical, cultural, geographic, technological, ethical, and societal issues) influenced United States history.	Give examples of civic ideals and practices related to United States history.

History and Area Studies (Tenth Grade)

Related to world area studies electives, including World Religions, World Religions Seminar, World History for Tomorrow, History of Europe, AP European History, Asian Civilizations, Middle East, and North Africa, Basic World History, Africa, and Latin America

Identify the impact of culture as it relates to history, and area studies.	Identify how time, continuity, and change impact history and area studies.
Explain how people, places, and environment influence history and area studies.	Give examples of how culture and society influence history and area studies.
Give examples of how relationships influence history and area studies.	Give examples of authority and governance influence history and area studies.

Identify the impact of production, distribution and consumption on history and area studies.	Give examples of the influences of history and area studies relative to science and technology.
Identify how global connections influence history and area studies.	Give examples of civic ideals and practices related to history and area studies.

Government: Local, State, National (Eleventh Grade)

Explain how various cultural factors impact the particular governmental/political system found in a given place or society.	Identify how governmental/political systems are impacted by the forces of time, continuity and change.
Explain how people, places and environment influence government/political systems.	Give examples of the interrelationship between culture and society related to government/political systems.
Identify how relationships between and individuals, social groups and other societal institutions influence government.	Provide examples of how the relationships between the basic rights and responsibilities of individuals and the needs of society are affected by authority and governance.
Identify the impact of governmental/political systems on the means of production, distribution, and consumption.	Give examples of the impact of government on the development and use of science and technology.
Identify how global connections influence governmental decisions and international relations.	Identify civic ideals and practices and how they can be applied by citizens in a participatory democracy.

Economics (Twelfth Grade)

Explain how various cultural factors impact the particular economic system found in a given place/society.	Identify how various economic systems tend to be impacted by time, continuity, and change.
Explain how various ways in which economic systems are influenced by the people, places, and environment of a given place/society.	Provide examples of how economic forces and factors shape a given culture and/or society.
Identify and analyze critical relationships that exist between and among individuals, social groups and other key societal institutions as they approach the problem of economic scarcity.	Give examples of how governmental systems and economic systems are interdependent and interact with each other.
Identify and analyze how individuals, groups and institutions organize themselves to answer key questions related to the production, distribution,	Identify and evaluate the economic impact of science and technology on a society.

and consumption of goods/services.	
Explain how global connections (historical, cultural, geographic, technological, ethical and societal issues) influence economic decisions, particularly specialization and trade.	Give examples of civic ideals and practices as they relate to the economic vitality of a given society.