

# DoDEA College and Career Ready Standards for History/Social Studies *CCRS-H/SS Grades K-5*



**COLLEGE AND CAREER READY**  
A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

**dodea**  
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



# COLLEGE AND CAREER READY

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## Introduction

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The mission of the Social Studies Program within the Department of Defense Education Activity (DoDEA) schools is to educate students in becoming civically competent young people who are knowledgeable, skillful, and committed to sustaining and improving our democratic way of life as active members of a global community and engaged participants in public life. Civic competence rests on a commitment to democratic values and requires citizens have the ability to use their knowledge about their community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving.



Social studies promotes civic competence as well as college and career readiness through the integrated study of the social sciences and humanities. Within the school program, social studies provides coordinated, systematic study that draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems, and sociology, as well as upon appropriate content from the humanities, mathematics, and natural sciences (adapted from the National Council for the Social Studies [NCSS] definition of social studies). In addition, social studies provides opportunities for students to acquire disciplinary literacy in history and the social sciences. Military-connected students who experience social studies education in a DoDEA school are prepared for college, career, and civic life.

The DoDEA College and Career Ready Standards for History/Social Studies (CCRS-H/SS) provide a framework allowing for:

- Students to develop an understanding of concepts and key ideas through inquiry, analysis of primary and secondary sources, and disciplinary skills and practices.
- Students to be assessed on their understanding of key ideas, conceptual understandings, and social studies practices.
- Students to have equity of access to a guaranteed K-12 curriculum that incorporates content and practice standards grounded in a cohesive set of themes, key ideas, and concepts.
- Teachers to continue to have decision-making power on incorporating research-based best practices to teach and illustrate key ideas and conceptual understandings to promote student understanding.



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## Overview

The DoDEA CCRS-H/SS are anchored in the *College and Career Standards for Literacy*, the *New York State Learning Standards for Social Studies*, and *The College, Career and Civic Life (C3) Framework for Social Studies*. These standards serve as a consistent set of expectations for what students should learn and be able to do, so that every student across DoDEA is prepared to be an active and engaged citizen who is ready to pursue college or a career.

This document integrates:

- **Learning Standards:** Key Ideas, Conceptual Understandings, and Performance Expectations (Content Specifications);
- Cross grade-level **Unifying Themes** based primarily on the themes from the NCSS;
- The CCRS **Literacy Skills** and **Social Studies Practices**, which include skills and habits of mind that should be developed and fostered, using the content for each grade; and
- **The College, Career and Civic Life (C3) Framework**, notably the **Inquiry Arc**.

## How to Read This Document

For this document, the standards are arranged in a sequential numerical order under corresponding unifying themes. These themes represent the different lenses that can be applied to the teaching and learning of social studies across all grades K-5. The purpose of this document is to outline the standards required for social studies instruction. The document is not intended to imply a sequence of course instruction based on the numerical order of standards.

Standards organization supports vertical alignment of content and implementation of social studies skill-based practices. By incorporating social studies skill-based practices, educators will enhance student experiences, promote skills and habits of mind, and provide an in depth study of unifying themes.



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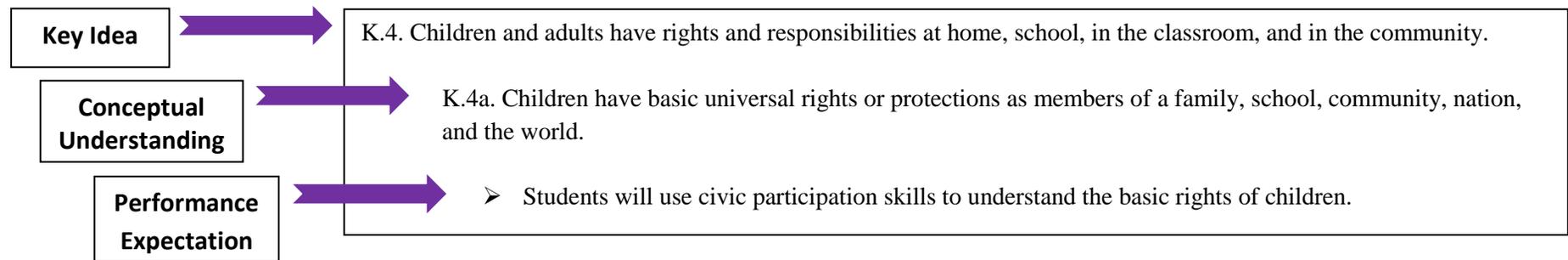
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Standards are arranged by Key Ideas, Conceptual Understandings, and Performance Expectations (Content Specifications).

- **Key Ideas** – Represent enduring understandings that should be the focus of teaching and learning. Designed to address larger social studies perspectives, trends, and issues.
- **Conceptual Understandings** – More specific statements designed to support each Key Idea.
- **Performance Expectations** (Content Specifications) - Add clarity and depth to the Conceptual Understanding and provide broad learning expectations.



When developing learning experiences, educators should utilize the Performance Expectations as the standard for student mastery. Instruction should include skill-based practices to enrich learning and provide scaffolding for the mastery of concepts.





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## Understanding Social Studies Skill-Based Practices

The Social Studies Skill-Based Practices represent the social science and historical thinking skills that students should develop throughout their K-12 education in order to be prepared for civic participation, college, and careers. The Practices were based on the existing New York State Social Studies Learning Standards, the National Geography Standards, the historical thinking skills articulated within the new Advanced Placement World History Curriculum Framework, the Disciplinary Tools of Dimension 2 of the C3 Framework, National Council for the Social Studies Standards, and Habits of the Mind published by the National Council for History Education. The Social Studies Skill-based Practices enhance student learning experiences and represent the “action” in social studies instruction.



These practices are organized under the following headings:

- Gathering, Interpreting and Using Evidence
- Chronological Reasoning and Causation
- Comparison and Contextualization
- Geographic Reasoning
- Economics and Economic Systems
- Civic Participation



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## Kindergarten: Self and Others

In kindergarten, students study “Self and Others.” The course reflects five areas of study encompassing Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These components represent the unifying themes of social studies and DoDEA’s commitment to ensuring military-connected students are ready to take their place in the world.

Each theme helps students study themselves in the context of their immediate surroundings. Students will explore similarities and differences between children, families, and communities and the holidays, symbols, and traditions that unite us as citizens of the United States. Students will also learn about respect for others, rights and responsibilities of individuals, and the meaning of service in the classroom and the greater community.

### Individual Development and Cultural Identity

#### **K.1. Children’s sense of self is shaped by experiences that are unique to them and their families, including common experiences shared by a community or nation.**

K.1a. A sense of self is developed through physical and cultural characteristics and the development of personal likes, dislikes, talents, and skills.

K.1b. Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.

- Students will gather, interpret, and use evidence to understand their sense of self and examine their personal likes, dislikes, talents, and skills, as well as their connections to others.

#### **K.2. Children, families and communities exhibit cultural similarities and differences when compared with others.**

K.2a. Each person is unique but also shares common characteristics with other family, school, and community members.

- Students will use comparison and contextualization skills to identify common characteristics with other family, school, and community members.

K.2b. Unique family activities and traditions are important parts of an individual’s culture and sense of self.

- Students will gather, interpret, and use evidence to describe unique family activities, traditions, or special days.

K.2c. Children and their families from different cultures all share some common characteristics, but they also have specific differences that make them unique.



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- Students will use comparison and contextualization skills to recognize how different cultures can share common characteristics, but have special differences that make them unique.

### **K.3. Symbols and traditions help develop a shared culture and identity within the United States.**

K.3a. Diverse cultural groups within the community and nation embrace unique traditions and beliefs and celebrate distinct holidays.

- Students will gather, interpret, and use evidence to recognize the ways diverse cultural groups within a community embrace traditions and celebrate distinct holidays.

K.3b. The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.

- Students will gather, interpret, and use evidence to identify important American patriotic symbols.
- Students will use civic participation skills to recite the Pledge of Allegiance and recognize patriotic songs.
- Students will gather, interpret, and use evidence to identify why national holidays are celebrated.

### **Civic Ideals and Practices**

### **K.4. Children and adults have rights and responsibilities at home, school, in the classroom, and in the community.**

K.4a. Children have basic universal rights or protections as members of a family, school, community, nation, and the world.

- Students will use civic participation skills to understand the basic rights of children.

K.4b. Children can be responsible members of a family or classroom and perform important duties to promote the safety and general welfare of the group.

- Students will use civic participation skills to demonstrate responsibility and participate in classroom duties.
- Students will use civic participation skills to participate in a teacher-guided service learning project connected to the curriculum.

### **K.5. Rules affect children and adults, and people make and change rules for many reasons.**

K.5a. Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.

- Students will use civic participation skills to recognize the purpose of rules for fire, water, traffic, school, and home safety.

K.5b. People in authority make rules and laws that provide for the health and safety of all.

- Students will use civic participation skills to identify authority figures and respective rule or law making responsibilities at home, school, and in community.



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K.5c. Children and adults have opportunities to contribute to the development of rules and/or laws.

- Students will use civic participation skills to contribute to the development of rules for classroom procedures and activities.

### Geography, Humans, and the Environment

**K.6. Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions.**

K.6a. A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.

- Students will use geographic reasoning to identify similarities and differences of globes and maps.
- Students will use geographic reasoning to distinguish between land and water on maps and globes.

K.6b. Places and regions can be located on a map or globe, using geographic vocabulary.

- Students will use geographic reasoning to locate familiar and known places on maps.
- Students will use geographic reasoning to construct simple maps and models of familiar locations.

K.6c. Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.

- Students will use geographic reasoning to describe relative location of places and things on maps with emphasis on near/far, left/right, behind/in front, and next to/between.

**K.7. People and communities are affected by and adapt to their physical environment.**

K.7a. Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.

- Students will use geographic reasoning to describe seasonal weather changes and illustrate the effects on people and communities.

### Time, Continuity, and Change

**K.8. The past, present, and future describe points in time and help us examine and understand events.**

K.8a. Specific words and phrases related to chronology and time should be used when recounting events and experiences.

- Students will use chronological reasoning to describe points in time and recount personal events and experiences using words related to chronology and time.

K.8b. People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.

- Students will use chronological reasoning to retell a story and explain the value, idea, tradition or important event expressed.



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K.8c. People long ago and people today are similar and different.

- Students will use chronological reasoning to recognize change over time when comparing and contrasting people, objects, and events of today and long ago.

### Economic Systems

**K.9. People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.**

K.9a. A need is something that a person must have for health and survival, while a want is something that a person would like to have

- Students will use an understanding of economics to distinguish between basic needs and wants.

K.9b. Goods are objects that can satisfy people’s needs and wants; services are activities that can satisfy people’s needs and wants.

- Students will use an understanding of economics to describe goods and services.

K9.c. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

- Students will use an understanding of economics to identify examples of scarcity.



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Kindergarten	Social Studies Skill-Based Practices
<b>Gathering, Interpreting and Using Evidence</b>	<ul style="list-style-type: none"><li>▪ Ask questions.</li><li>▪ Recognize forms of evidence used to make meaning in social studies.</li><li>▪ Identify the author or creator of a book or map.</li><li>▪ Identify opinions expressed by others.</li></ul>
<b>Chronological Reasoning and Causation</b>	<ul style="list-style-type: none"><li>▪ Retell an important life event in sequential order.</li><li>▪ Understand the concept of time measurements, including days and weeks.</li><li>▪ Identify causes and effects, using an example from his/her family life.</li><li>▪ Identify change over time in his/her life.</li><li>▪ Identify events of the past, present, and future in his/her life.</li><li>▪ Identify routines and common occurrences in his/her life.</li></ul>
<b>Comparison and Contextualization</b>	<ul style="list-style-type: none"><li>▪ Identify similarities and differences between home and school.</li><li>▪ Identify similarities and/or differences between him/her and others.</li><li>▪ Describe an event in his/her life.</li></ul>
<b>Geographic Reasoning</b>	<ul style="list-style-type: none"><li>▪ Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.</li><li>▪ Identify natural events or physical features, such as land, water, air, and wind.</li><li>▪ Describe how the environment affects his/her activities.</li><li>▪ Identify a pattern.</li><li>▪ Identify a human activity that changed a place.</li></ul>
<b>Economics and Economic Systems</b>	<ul style="list-style-type: none"><li>▪ Identify examples of scarcity and choices made due to scarcity.</li><li>▪ Identify examples of goods and services.</li><li>▪ Identify what money is and how it is used in society.</li></ul>
<b>Civic Participation</b>	<ul style="list-style-type: none"><li>▪ Demonstrate respect for the rights of others.</li><li>▪ Participate in activities that focus on a classroom or school issue or problem.</li><li>▪ Identify the role of the individual in classroom participation.</li><li>▪ Show respect in issues involving difference and conflict.</li><li>▪ Identify situations in which social actions are required.</li><li>▪ Identify the school principal and his/her role within the school.</li><li>▪ Identify and follow rules in the classroom and school.</li></ul>



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## Grade 1: My Family and Other Families, Now and Long Ago

The course, “My Family and Other Families, Now and Long Ago,” reflects five areas of study encompassing Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These components represent the unifying themes of social studies and DoDEA’s commitment to ensuring military-connected students are ready to take their place in the world.

Students examine families and develop an awareness of cultural diversity within the culture of the United States. Responsible citizenship is explored including the importance of giving back to the community, as well as the role of authority in making rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources, as well as in making economic decisions.

### Individual Development and Cultural Identity

#### **1.1. Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.**

1.1a. Families are a basic unit of all societies, and different people define family differently.

- Students will gather, interpret, and use evidence to identify family characteristics present in stories.

1.1b. People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.

- Students will use comparison and contextualization skills to describe family beliefs, customs, and traditions present in multicultural communities.

1.1c. Awareness of America’s rich diversity fosters intercultural understanding.

- Students will use comparison and contextualization skills to identify similarities and differences between various ethnic and cultural groups found in their community.

#### **1.2. There are significant individuals, historical events, and symbols that are important to American cultural identity.**

1.2a. The study of historical events, historical figures, and folklore enables Americans, who have diverse cultural backgrounds, to feel connected to a common national heritage.

- Students will gather, interpret, and use evidence to identify the significance of events and people in the study of historical events, historical figures, and folklore.



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- Students will use comparison and contextualization skills to recognize how national holidays connect Americans to a common national heritage.

1.2b. The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the Nation’s history, values, and beliefs.

- Students will use civic participation skills to recite the Pledge of Allegiance and recognize the general meaning of patriotic songs.

## **Civic Ideals and Practices**

### **1.3. A citizen is a member of a community or group. Students are citizens of their local and global communities.**

1.3a. An engaged and active citizen participates in the activities of the group or community and makes positive contributions.

- Students will use civic participation skills to participate and make positive contributions during group activities.

1.3b. Traits of a responsible citizen include respecting others<sup>1</sup>, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.

- Students will use civic participation skills to explain the traits of a responsible citizen and model actions that demonstrate respect to others.

1.3c. As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.

- Students will use civic participation skills to contribute to a teacher-guided service learning project connected to the curriculum.

### **1.4. People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.**

1.4a. Rules and laws are developed to protect people’s rights and for the safety and welfare of the community.

- Students will use civic participation skills to explain the purpose of rules and laws within school and community.

1.4b. Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.

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<sup>1</sup> According to the *Dignity for All Students Act*, “others” includes, but is not limited to, people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes.



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- Students will use civic participation skills to recognize government exists at different levels to represent the needs of people, create and enforce laws, and help resolve conflicts.

1.4c. Children can participate in problem-solving, decision-making, and conflict resolution within their home, school, and community.

- Students will use civic participation skills to contribute to problem-solving, decision-making, and the resolving of conflicts within home, school, and community.

## **Geography, Humans, and the Environment**

**1.5. The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.**

1.5a. Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.

- Students will use geographic reasoning to describe the locations on published and student-created maps using legends and cardinal directions.

1.5b. Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers

- Students will use geographic reasoning to locate important places in the school, community, state, and nation on published and student-created maps.

1.5c. Symbols are used to represent physical features and man-made structures on maps and globes.

- Students will use geographic reasoning to determine the meaning of symbols represented on published and student-created maps.

**1.6. People and communities depend on and modify their physical environment in order to meet basic needs.**

1.6a. People and communities depend on the physical environment for natural resources.

- Students will use geographic reasoning to identify natural resources required to meet basic needs.

1.6b. Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.

- Students will use geographic reasoning to describe how the physical environment of their community has been modified to meet needs and wants.



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1.6c. People interact with their physical environment in ways that may have a positive or a negative effect.

- Students will use geographic reasoning to identify positive and negative effects human interactions can have on the physical environment.

## Time, Continuity, and Change

**1.7. Families have a past and change over time. There are different types of documents that relate family histories.** (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.)

1.7a. Personal and family history is a source of information for individuals about the people and places around them.

- Students will use chronological reasoning and causation skills to identify and sequence events of the past and present in his/her personal or family life.

1.7b. Families change over time, and family growth and change can be documented and recorded.

- Students will use chronological reasoning and causation skills to identify change over time in his/her personal or family life and demonstrate how change can be documented and recorded using a timeline.

1.7c. Families of long ago have similarities and differences with families today.

- Students will use comparison and contextualization skills to compare and contrast families of the past with their family in the present.

1.7d. Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.

- Students will use chronological reasoning and causation skills to describe family events and histories with sequence and chronological terms.

**1.8. Historical sources reveal information about how life in the past differs from the present.**

1.8a. Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.

- Students will gather, interpret, and use evidence, such as artifacts, letters, maps, photographs, and newspapers to study and explain characteristics of life in the past.

1.8b. Oral histories, biographies, and family timelines relate family histories.

- Students will gather, interpret, and use evidence, such as oral histories, biographies, and family timelines to describe family histories.



## Economic Systems

### **1.9. People have many economic wants and needs, but limited resources with which to obtain them.**

1.9a. Scarcity means that people's wants exceed their limited resources.

- Students will use an understanding of economics to identify examples of scarcity.

1.9b. Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.

- Students will use an understanding of economics to explain how scarcity affects choices and identify the costs and benefits of those choices.

1.9c. People use tools, technologies, and other resources to meet their needs and wants.

- Students will use an understanding of economics to describe how people use tools, technologies, and other resources to meet their needs and wants.

### **1.10. People make economic choices as producers and consumers of goods and services.**

1.10a. Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.

- Students will use an understanding of economics to identify examples of goods and services.

1.10b. A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.

- Students will use an understanding of economics to identify examples of producers and consumers.

1.10c. People and families work to earn money to purchase goods and services that they need or want.

- Students will use an understanding of economics to explain how people earn money to purchase goods and services they need or want.

1.10d. People make decisions about how to spend and save the money that they earn.

- Students will use an understanding of economics to identify decisions people make to save or spend money.



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First Grade	Social Studies Skill-Based Practices
<b>Gathering, Interpreting and Using Evidence</b>	<ul style="list-style-type: none"><li>▪ Develop questions about his/her family.</li><li>▪ Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</li><li>▪ Identify the creator and/or author of different forms of evidence.</li><li>▪ Identify opinions of others.</li><li>▪ Create understanding of the past by using primary and secondary sources.</li></ul>
<b>Chronological Reasoning and Causation</b>	<ul style="list-style-type: none"><li>▪ Retell a real-life family event in sequential order.</li><li>▪ Understand the concept of time measurements, including days, weeks, months and years.</li><li>▪ Identify causes and effects, using examples from his/her family life.</li><li>▪ Identify change over time in his/her life.</li><li>▪ Identify events of the past, present, and future in his/her family life.</li><li>▪ Recognize and identify patterns of continuity in his/her family.</li></ul>
<b>Comparison and Contextualization</b>	<ul style="list-style-type: none"><li>▪ Identify similarities and differences between neighborhoods.</li><li>▪ Identify similarities and/or differences between him/her and others, with detail.</li><li>▪ Describe an event in his/her life.</li><li>▪ Understand the concepts of geography, economics, and history that apply to his/her family.</li></ul>
<b>Geographic Reasoning</b>	<ul style="list-style-type: none"><li>▪ Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.</li><li>▪ Describe where places are in relation to each other.</li><li>▪ Identify human activities and human-made features; identify natural events or physical features.</li><li>▪ Describe how the environment affects his/her and other people's activities.</li><li>▪ Identify a pattern and a process.</li><li>▪ Describe how human activities alter places.</li></ul>
<b>Economics and Economic Systems</b>	<ul style="list-style-type: none"><li>▪ Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.</li><li>▪ Distinguish between a consumer and a producer and their relationship to goods and services.</li><li>▪ Explain how people earn money and explain other ways that people receive money.</li></ul>



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First Grade	Social Studies Skill-Based Practices
<b>Civic Participation</b>	<ul style="list-style-type: none"><li>▪ Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.</li><li>▪ Participate in activities that focus on a classroom or school issue or problem.</li><li>▪ Identify the role of the individual in classroom and school participation.</li><li>▪ Show respect in issues involving difference and conflict; participate in the resolution of differences and conflict.</li><li>▪ Identify situations in which social actions are required.</li><li>▪ Identify the president of the United States and the school principal and their leadership responsibilities.</li><li>▪ Identify rights and responsibilities in the classroom and school.</li></ul>



## Grade 2: My Community and Other Communities

“My Community and Other Communities” is organized into five areas of study encompassing Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These components represent the unifying themes of social studies and DoDEA’s commitment to ensuring military-connected students are ready to take their place in the world.

Students will use geographic reasoning to identify characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. By examining human environmental modifications, students will determine the positive and negative effects humans can have on the environment. Students will investigate the concept of change over time and determine causes and effects of historical developments. During this in-depth study of communities, students will learn how the availability of resources promotes interdependence within and across communities. After identifying needs in their community, students will develop and implement a plan to benefit the school or local community.

### Individual Development and Cultural Identity

**2.1. A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.**

2.1a. An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.

2.1b. Suburban communities are on the outskirts of cities, where human population is less dense and buildings and homes are spaced farther apart.

2.1c. Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.

➤ Students will use geographic reasoning to identify the characteristics of urban, suburban, and rural communities.

2.1d. Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity.

➤ Students will use comparison and contextualization skills to describe the available activities in urban, suburban, and rural communities including the effects on community members’ lifestyles.

**2.2. People share similarities and differences with others in their own community and with other communities.**



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2.2a. People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.

- Students will use comparison and contextualization skills to describe the traditions and holidays that reflect diverse cultures in community events.

2.2b. A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.

- Students will gather, interpret, and use evidence to identify how different ideas, talents, perspectives, and cultures are shared across their community.

## Civic Ideals and Practices

### **2.3. The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.**

2.3a. The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.

- Students will use civic participation skills to understand the democratic principles of the United States and their community, including equality, fairness, and respect for authority and rules.

2.3b. Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.

- Students will use civic participation skills to describe the ways government provides order and keeps people safe, and how citizens can demonstrate respect for authority.

2.3c. The process of holding elections and voting is an example of democracy in action in schools, communities, and the nation.

- Students will use civic participation skills to identify the voting process and opportunities adults in the community have for participation.
- Students will use civic participation skills to participate in voting opportunities within the classroom and school.

2.3d. Symbols of American democracy serve to unite community members.

- Students will gather, interpret, and use evidence to describe symbols of American democracy.

### **2.4. Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.**

2.4a. Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.

- Students will use civic participation skills to identify the importance of fair laws and rules, including community benefits and consequences of violating them.

2.4b. Communities have leaders who are responsible for making laws and enforcing laws.



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- Students will use civic participation skills to identify community and school leaders responsible for making and enforcing rules and laws.
- 2.4c. Citizens provide service to their community in a variety of ways.
- Students will use comparison and contextualization skills to describe ways children and adults provide services to their community and school.
  - Students will use civic participation skills to plan and implement a service learning project to benefit their local community or school.

## **Geography, Humans, and the Environment**

### **2.5. Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.**

2.5a. Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described by using symbols, map legends, and geographic vocabulary.

- Students will use geographic reasoning and maps to locate and describe the geographic characteristics of urban, suburban, and rural communities.

2.5b. The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.

- Students will use geographic reasoning to determine how physical features and the availability of natural resources affect settlements and the people that live there.

2.5c. Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.

- Students will use chronological reasoning and causation skills to describe the positive and negative effects of human modifications of the environment over time.

2.5d. The location of physical features and man-made structures can be described using symbols and specific geography vocabulary.

- Students will use geographic reasoning to locate the equator, northern and southern hemispheres, and poles on globes and published and student-created maps.
- Students will use geographic reasoning to describe the location of physical features and man-made structures on published and student-created maps.



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## Time, Continuity, and Change

### **2.6. Identifying continuities and changes over time can help understand historical developments.**

2.6a. Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as timelines.

- Students will use chronological reasoning to create a timeline of important community events.

2.6b. Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.

- Students will use chronological reasoning to describe a community's change over time using evidence.

### **2.7. Cause-and-effect relationships help us recount events and understand historical development.**

2.7a. Cause-and-effect relationships help us to understand the changes in communities.

- Students will use chronological reasoning and causation skills to recognize the causes and effects of changes in the community.

## Economic Systems

### **2.8. Communities face different challenges in meeting their needs and wants.**

2.8a. The availability of resources to meet basic needs varies across urban, suburban, and rural communities.

- Students will use an understanding of economics to identify the variety of resources available to meet basic needs in urban, suburban, and rural communities.
- Students will gather, interpret, and use evidence to investigate what resources are available in their community and what resources are obtained from other communities or locations.

2.8b. People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.

- Students will use an understanding of economics to identify the costs and benefits of decision making.

2.8c. Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.

- Students will use an understanding of economics to explain how scarcity, the price of goods and services, and personal choice influence economic decision making.

2.8d. Taxes are collected to provide communities with goods and services.

- Students will use an understanding of economics to identify the purpose and benefits of tax collection in a community.



## COLLEGE AND CAREER READY

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### 2.9. A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.

2.9a. Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.

- Students will use an understanding of economics to identify goods and services.

2.9b. Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.

- Students will use an understanding of economics to describe the services and jobs performed in their community.

2.9c. At times, neighboring communities share resources and workers to support multiple communities.

- Students will use an understanding of economics to describe how communities share resources and services with other communities.



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Second Grade	Social Studies Skill-Based Practices
<b>Gathering, Interpreting and Using Evidence</b>	<ul style="list-style-type: none"><li>▪ Develop questions about the community.</li><li>▪ Recognize different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).</li><li>▪ Identify and explain creation and/or authorship, purpose, and format of evidence.</li><li>▪ Identify arguments of others.</li><li>▪ Create understanding of the past by using primary and secondary sources.</li></ul>
<b>Chronological Reasoning and Causation</b>	<ul style="list-style-type: none"><li>▪ Retell a community event in sequential order.</li><li>▪ Understand the concept of time measurements, including minutes, hours, days, weeks, months, years.</li><li>▪ Identify causes and effects, using examples from his/her family life or from the community.</li><li>▪ Identify changes over time in his/her community.</li><li>▪ Identify events of the past, present, and future in his/her community life.</li><li>▪ Recognize and identify patterns of continuity and change in communities.</li></ul>
<b>Comparison and Contextualization</b>	<ul style="list-style-type: none"><li>▪ Identify similarities and differences between communities.</li><li>▪ Identify similarities and/or differences between his/her community and other communities.</li><li>▪ Describe an event in his/her community.</li><li>▪ Recognize the relationship between geography, economics, and history in his/her community.</li><li>▪ Describe a historical development in his/her community by using specific details, including time and place.</li></ul>
<b>Geographic Reasoning</b>	<ul style="list-style-type: none"><li>▪ Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models. Describe where places are in relation to each other and describe connections between places.</li><li>▪ Distinguish human activities and human-made features from natural events or physical features.</li><li>▪ Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.</li><li>▪ Recognize a process that applies to population and a resulting pattern.</li><li>▪ Describe how human activities alter places in a community.</li></ul>
<b>Economics and Economic Systems</b>	<ul style="list-style-type: none"><li>▪ Explain how scarcity necessitates decision-making; identify the benefits and costs of decisions.</li><li>▪ Describe the resources used to produce goods and provide services in the local community.</li><li>▪ Describe the role of banks, saving, and borrowing in the economy.</li></ul>



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Second Grade	Social Studies Skill-Based Practices
<b>Economics and Economic Systems, cont.</b>	<ul style="list-style-type: none"><li>▪ Describe the goods and services that people in the local community produce and those that are produced in other communities.</li><li>▪ Identify goods and services that government provides and the role of taxes.</li></ul>
<b>Civic Participation</b>	<ul style="list-style-type: none"><li>▪ Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.</li><li>▪ Participate in activities that focus on a classroom, school, or local community issue or problem.</li><li>▪ Identify the elements of the community's political system.</li><li>▪ Identify the role of the individual in classroom, school, and local community participation.</li><li>▪ Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</li><li>▪ Identify situations in which social actions are required.</li><li>▪ Identify community leaders (e.g., base commander), and the president of the United States and their leadership responsibilities.</li><li>▪ Identify rights and responsibilities in the classroom, school, and community.</li></ul>



## **Grade 3: Communities around the World**

In “Communities around the World,” students learn about communities around the globe and about global citizenship. Using their own background knowledge about communities, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as to social action connected to a service learning project focusing on a global issue.

Ideally, teachers work in partnership with other DoDEA classrooms in a different geographic location forming a triad (the Americas, Europe, and the Pacific) to support their students learning about the diverse communities surrounding the bases where DoDEA schools are located. These communities will represent different regions of the world where DoDEA students live and learn, types of communities (military base, urban, suburban, and rural), and governmental structures. If a partnership is not formed, teachers will select a location in each area of the world where DoDEA has schools. Students will learn about each geographic location (the Americas, Europe, and the Pacific) during an extensive unit of study and then conduct comparisons of those locations to each other and to their own localities.

DoDEA’s commitment to ensuring military-connected students are ready to take their place in the world, the key ideas, conceptual understandings, and content specifications guide the study of communities while exploring the major themes of social studies.

### **Geography, Humans, and the Environment**

#### **3.1. Geographic regions have unifying characteristics and can be studied using a variety of tools.**

3.1a. Earth is comprised of water and large land masses that can be divided into distinct regions.

- Students will use geographic reasoning to locate and describe oceans and continents on globes and maps.

3.1b. Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.

- Students will use comparison and contextualization skills along with maps, photographs, and satellite images to compare the geographic features of locations.

#### **3.2. The location of world communities can be described using geographic tools and vocabulary.**

3.2a. World communities can be located on globes and maps.



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3.2b. World communities can be located in relation to each other and to principle parallels and meridians.

- Students will use geographic reasoning to describe the location of selected DoDEA-connected world communities in relation to each other, the equator, and the Prime Meridian using cardinal and intermediate directions.

### **3.3. Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.**

3.3a. Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

- Students will use geographic reasoning to describe geographic factors that influence the settlement and lifestyles of DoDEA-connected world communities.

3.3b. People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.

- Students will use geographic reasoning to describe how people in DoDEA-connected world communities make adaptations and modifications to their environment.
- Students will use geographic reasoning to describe how human activities in DoDEA-connected world communities affect the environment in positive and negative ways.

### **Time, Continuity, and Change**

#### **3.4. Each community or culture has a unique history, including heroic figures and traditions.**

3.4a. People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.

- Students will gather, interpret, and use evidence to describe how people transmit cultural histories from one generation to the next.

3.4b. Arts, music, dance, and literature develop through a community's history.

- Students will gather, interpret, and use evidence to recognize the arts, music, dance, and literature related to DoDEA-connected world communities.

### **Development, Movement, and Interaction of Cultures**



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### 3.5. Communities share cultural similarities and differences across the world.

3.5a. The structure and activities of families and schools share similarities and differences across world communities.

- Students will use comparison and contextualization skills to compare family and school activities of DoDEA-connected world communities.

3.5b. Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

- Students will gather, interpret, and use evidence to identify the characteristics of DoDEA-connected world communities.

### 3.6. Communities from around the world interact with other people and communities and exchange cultural ideas and practices.

3.6a. Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.

- Students will use chronological reasoning and causation skills to recognize the ways DoDEA-connected world communities have interacted and exchanged ideas, beliefs, technologies, and goods over time.

### Civic Ideals and Practices

### 3.7. Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.

3.7a. The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.

- Students will gather, interpret, and use evidence to identify the democratic principles and basic structure of the United States government.

3.7b. The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.

- Students will use comparison and contextualization skills to compare the governmental processes of selecting leaders, solving problems and making decisions in DoDEA-connected world communities with the United States government.



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3.7c. Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.

- Students will use civic participation skills to describe how DoDEA-connected world communities make and enforce rules and laws.

3.7d. The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.

- Students will use comparison and contextualization skills to compare the role of citizens in the political process of DoDEA-connected world communities.

### **3.8. The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.**

3.8a. Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.

3.8b. Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.

- Students will use civic participation skills to describe how communities and cultures have struggled with prejudice and discrimination and ways they took responsibility to protect human rights and treat others fairly.

3.8c. When faced with prejudice and discrimination, people can take steps to support social action and change.

- Students will use civic participation skills to identify a need in global community and explain the steps and potential solution to support social change.

### **Creation, Expansion, and Interaction of Economic Systems**

### **3.9. Communities meet their needs and wants in a variety of ways, forming the basis for their economy.**

3.9a. World communities use human and natural resources in different ways.

3.9b. People in communities have various ways of meeting their basic needs and earning a living.

- Students will use an understanding of economics to describe how DoDEA-connected world communities use human and natural resources to meet their basic needs and earn a living.

### **3.10. Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?**



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3.10a. Communities around the world produce goods and provide services.

- Students will use an understanding of economics to identify the goods and services produced by DoDEA-connected world communities.

3.10b. World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.

- Students will use an understanding of economics to describe the relationship between scarcity and the importing and exporting of products and services of DoDEA-connected world communities.
- Students will use an understanding of economics to identify the technological developments in transportation and communication that have influenced trade in world communities.



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A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

Third Grade	Social Studies Skills-Based Practices
<b>Gathering, Interpreting and Using Evidence</b>	<ul style="list-style-type: none"><li>▪ Develop questions about a world community.</li><li>▪ Recognize and use different forms of evidence to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).</li><li>▪ Identify and explain creation and/or authorship, purpose, and format of evidence. Where appropriate, identify point of view.</li><li>▪ Identify arguments of others.</li><li>▪ Identify inferences.</li><li>▪ Create understanding of the past by using and analyzing primary and secondary sources.</li></ul>
<b>Chronological Reasoning and Causation</b>	<ul style="list-style-type: none"><li>▪ Explain how three or more events are related to one another.</li><li>▪ Employ mathematical skills to measure time in years and centuries</li><li>▪ Identify causes and effects, using examples from his/her life or from a current event or history.</li><li>▪ Recognize continuity and change over periods of time.</li><li>▪ Recognize periods of time, such as decades and centuries.</li><li>▪ Recognize and identify patterns of continuity and change in world communities.</li></ul>
<b>Comparison and Contextualization</b>	<ul style="list-style-type: none"><li>▪ Identify a world region by describing a characteristic that places within it have in common.</li><li>▪ Identify multiple perspectives by comparing and contrasting points of view in differing world communities.</li><li>▪ Describe a historical event in a world community.</li><li>▪ Recognize the relationship between geography, economics, and history in world communities.</li><li>▪ Describe a historical development in a world community by using specific details, including time and place.</li></ul>
<b>Geographic Reasoning</b>	<ul style="list-style-type: none"><li>▪ Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.</li><li>▪ Describe where places are in relation to each other and describe connections between places.</li><li>▪ Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water— that are not directly made by humans).</li><li>▪ Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.</li><li>▪ Recognize a process that applies to population and a resulting pattern.</li><li>▪ Describe how human activities alter places and regions.</li></ul>
<b>Economics and Economic Systems</b>	<ul style="list-style-type: none"><li>▪ Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.</li><li>▪ Identify the variety of resources available in a particular world community used to produce goods and/or provide services.</li></ul>



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Third Grade	Social Studies Skills-Based Practices
<b>Economics and Economic Systems, cont.</b>	<ul style="list-style-type: none"><li>▪ Identify products found in world communities and the various ways that people in those communities pay for products.</li><li>▪ Examine the goods and services provided by world communities</li><li>▪ Describe what goods and services a world community trades with other world communities.</li></ul>
<b>Civic Participation</b>	<ul style="list-style-type: none"><li>▪ Explore the types of governments in world communities and the services that they provide to citizens.</li><li>▪ Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.</li><li>▪ Participate in activities that focus on a classroom, school, or world community issue or problem.</li><li>▪ Identify different types of political systems found in world communities.</li><li>▪ Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.</li><li>▪ Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</li><li>▪ Identify situations in which social actions are required and suggest actions.</li><li>▪ Compare the roles of leaders of world communities and the president of the United States</li><li>▪ Identify rights and responsibilities of citizens in the local community and compare them to those in world communities.</li></ul>



## Grade 4: Regions of the United States and Geography and History of DoDEA

Grade 4 students engage in the study of United States geography as it relates to the regional cultural, economic, and political development of the United States. This approach supports in-depth inquiry through the examination and evaluation of multiple sources and allows students to explore regions of the United States supported by the disciplines of history, civics, and economics. The study of geography will culminate with students applying their knowledge to the geography of the regions of DoDEA. Students will examine the history of DoDEA using primary and secondary sources. By developing and engaging in a service project, students will promote the preservation of DoDEA's history. After identifying the virtues and character traits held by Medal of Honor/Citizen Medal award recipients, students will research a chosen individual and explain how the recipient exemplified the values of the recognition.

### 4.1. The discipline of geography requires the skillful use of a variety of tools to make sense of the world.

- Students will gather, interpret, and use evidence to understand the importance of geography in the study of any location and relevant careers within the discipline.

### 4.2. The United States is defined by human and physical characteristics. The government of the United States influenced the political boundaries of the states.

- Students will use geographic reasoning to determine the physical features that contributed to the political boundaries of the United States by comparing political and physical maps of the United States.

### 4.3 The United States is one country defined by human geographic features and political systems.

*NOTE: "Regions" are defined differently by different sources. The regions of instruction will be aligned to the primary instructional resource procured by DoDEA to support teaching and learning.*

**4.3 a-g Regions can be described using information about geographic features, economics, industry, agriculture, and Native American cultures.**

- |                        |                     |
|------------------------|---------------------|
| a. Northeast Region    | e. Northwest Region |
| b. Mid-Atlantic Region | f. Southwest Region |
| c. Southeast Region    | g. West Region      |
| d. Midwest Region      |                     |



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## For each region (4.3a-g):

- Students will gather, interpret, and use evidence from sources to describe the regions of the United States.
- Students will use geographic reasoning to locate and describe the major geographic features of the region and the physical settings that supported permanent settlement in the region.
- Students will gather, interpret, and use evidence to describe the Native American cultures that originated from this region.
- Students will use an understanding of economics to identify the effects of available resources on the economy of a region.

**4.4. THIS IS DoDEA – THE GEOGRAPHY AND HISTORY OF DoDEA FROM WORLD WAR II – THE PRESENT:** The districts and regions of DoDEA have diverse physical and human geography. The evolving role of the United States after World War II and the changing political climate around the world impact the location of military bases and the location of Department of Defense (DoD) schools.

### 4.4a. Physical and thematic maps can be used to explore the diverse geography of DoDEA’s regions.

- Students will use geographic reasoning to identify the major physical features associated with their district/region of DoDEA.
- Students will use geographic reasoning to describe the relationship between physical features, climate, and vegetation growth using published and student-created maps.

### 4.4b. The districts/regions of DoDEA can be represented using a political map that shows cities, capitals, military installations, and boundaries.

- Students will use geographic reasoning to create a map of the political features of their DoDEA district/region.
- Students will use geographic reasoning to describe the location of the capital(s) and the major cities in relation to their home community, using directionality and latitude and longitude coordinates.
- Students will use comparison and contextualization skills along with current and historic maps of DoDEA to compare the locations of DoDEA districts, regions, and schools over time.

### 4.4c. The evolving role of the United States after World War II and the changing political climate around the world impacts the location of military bases and the location of DoDEA schools.

- Students will gather, interpret, and use evidence from primary and secondary sources to summarize the history of DoDEA.
- Students will use chronological reasoning and causation skills to describe important events in the history of DoDEA, including their immediate and long term effects.
- Students will use comparison and contextualization to describe how DoDEA changed overtime.
- Students will use civic participation skills to engage in a service project promoting the preservation of DoDEA’s history.

### 4.5. Students will understand the importance of the Medal of Honor and Citizen Medal and their significance to DoDEA and the community.

- Students will use civic participation skills to identify core civic virtues and democratic principles that guide government, society, communities, and individuals.



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- Students will use civic participation skills to describe the values of courage, integrity, patriotism, citizenship, commitment, and sacrifice.
- Students will gather, interpret, and use evidence to describe the history of the Medal of Honor/Citizen Medal and the criteria to become a recipient.
- Students will gather, interpret, and use evidence to research recipients of the Medal of Honor/Citizen Medal and explain how the recipient exemplified the values of the recognition.
- Students will use civic participation skills to demonstrate the character traits of Medal of Honor/Citizen Medal recipients and recognize those traits exhibited by others inside and outside the classroom.



# COLLEGE AND CAREER READY

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Fourth Grade	Social Studies Practices
<b>Gathering, Interpreting and Using Evidence</b>	<ul style="list-style-type: none"><li>▪ Develop questions about regions of the United States and their history, geography, economics, and/or government.</li><li>▪ Recognize, use, and analyze different forms of evidence to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).</li><li>▪ Identify and explain creation and/or authorship, purpose and format of evidence. Where appropriate, identify point of view and bias.</li><li>▪ Identify arguments of others.</li><li>▪ Identify inferences.</li><li>▪ Create understanding of the past by using and analyzing primary and secondary sources.</li></ul>
<b>Chronological Reasoning and Causation</b>	<ul style="list-style-type: none"><li>▪ Explain how events are related chronologically to one another.</li><li>▪ Employ mathematical skills to measure time in years and centuries.</li><li>▪ Identify the chronological significance of data presented in timelines.</li><li>▪ Use periods of time, such as decades and centuries, to put events into chronological order.</li><li>▪ Identify the relationship between multiple causes and multiple effects, using examples from his/her life and from a current and/or historic event.</li><li>▪ Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.</li><li>▪ Recognize dynamics of historical continuity and change over periods of time.</li><li>▪ Recognize and identify patterns of continuity and change in regions of the United States.</li></ul>
<b>Comparison and Contextualization</b>	<ul style="list-style-type: none"><li>▪ Identify a region by describing a characteristic that places within it have in common, and then compare it to other regions.</li><li>▪ Identify multiple perspectives from a historical event.</li><li>▪ Describe and compare historical events in the different regions.</li><li>▪ Recognize the relationship between geography, economics, and history in social studies.</li><li>▪ Describe historical developments in the regions by using specific details, including time and place.</li></ul>
<b>Geographic Reasoning</b>	<ul style="list-style-type: none"><li>▪ Use location terms and geographic representations, such as maps, photographs, satellite images, and models, to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</li><li>▪ Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).</li><li>▪ Describe how environments affect human activities and how human activities affect physical environments.</li></ul>



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Fourth Grade	Social Studies Practices
<b>Geographic Reasoning, cont.</b>	<ul style="list-style-type: none"><li>▪ Recognize relationships between patterns and processes.</li><li>▪ Describe how human activities alter places and regions.</li></ul>
<b>Economics and Economic Systems</b>	<ul style="list-style-type: none"><li>▪ Explain how scarcity necessitates decision-making; compare the costs and benefits of individual and economic decisions.</li><li>▪ Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.</li><li>▪ Identify the effects of available resources on the economy of a location.</li><li>▪ Explain the role of money in making exchange easier.</li><li>▪ Explain why individuals and businesses specialize and trade.</li></ul>
<b>Civic Participation</b>	<ul style="list-style-type: none"><li>▪ Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.</li><li>▪ Participate in activities that focus on a classroom, school, community, state, national, or world issue or problem.</li><li>▪ Identify opportunities for and the role of the individual in social and political participation in the school, local, national, or world community.</li><li>▪ Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</li><li>▪ Identify situations in which social actions are required and suggest actions.</li><li>▪ Identify people in positions of power and how they can influence people’s rights and freedom.</li><li>▪ Identify rights and responsibilities as a citizen of the community and the state.</li><li>▪ Recognize core civic virtues demonstrated by individuals.</li></ul>



## Grade 5: The Western Hemisphere

Grade 5 social studies is based on the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations. It also incorporates elements of archaeology. The course is divided into seven Key Ideas that cover a time span from prehistory into modern times. Teachers are encouraged to make and teach local connections throughout the course, especially in the examination of citizenship related to modern political and economic issues.

### **5.1. Early Peoples of the Americas: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.**

5.1a. Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.

- Students will gather, interpret, and use evidence from maps and archaeological evidence to describe the various theories of migration routes by which the first humans may have arrived.

5.1b. Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.

- Students will use geographic reasoning and maps to describe the variety of Native American\* groups located in the Western Hemisphere.

5.1c. Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their societies.

- Students will gather, interpret, and use evidence to compare and contrast one Native American culture group from each region in terms of environmental resources and adaptations and cultural elements.

### **5.2. COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.**

5.2a. Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.

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\* For this document, the term “Native American” is used with the understanding that it could say “American Indian.”



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- Students will gather, interpret, and use evidence to locate and describe the characteristics of the civilizations of the Mayas, Aztecs, and Incas.

5.2b. Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.

- Students will use comparison and contextualization skills to compare the environmental adaptations and modifications made by Mayas, Aztecs, and Incas to meet the needs of the people.

5.2c. Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority conquers other geographic and/or cultural regions beyond its initial settlements.

- Students will use comparison and contextualization skills to compare the political states of the Maya and Aztec, including the controlled territories and type of rule.

### **5.3. EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.**

5.3a. Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.

- Students will use chronological reasoning and causation skills to describe the motivations and routes of European explorers.
- Students will use geographic reasoning to locate and describe areas of the Western Hemisphere colonized by the English, Dutch, French, Portuguese, and Spanish.

5.3b. Europeans encountered and interacted with Native Americans in a variety of ways.

- Students will use chronological reasoning and causation skills to describe European interactions with Native Americans.

5.3c. The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange, which reshaped the lives and influenced the beliefs of people.

- Students will use chronological reasoning and causation skills to identify multiple causes and effects of the Columbian Exchange.

5.3d. Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.

- Students will use chronological reasoning and causation skills to identify the correlation between economics and the institution of slavery.
- Students will gather, interpret, and use evidence to understand European colonists expanded slavery by forcing Africans to come to the Americas.

### **5.4. GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.**



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5.4a. Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.

5.4b. The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:

- North America (Canada and the United States)
- Mesoamerica (Mexico and Central America)
- Caribbean
- South America

➤ Students will use geographic reasoning to analyze and create maps that depict major physical features of the Western Hemisphere regions: North America, Mesoamerica, Caribbean, and South America.

5.4c. The physical environment influences human population distribution, land use, and other forms of economic activity.

➤ Students will use geographic reasoning and tools to identify regional patterns in human population distribution, land use, and other forms of economic activity.

**5.5. COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.**

5.5a. The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.

➤ Students will use comparison and contextualization skills to describe the cultural characteristics and contributions of the United States, Canada, Mexico, and a selected country from the Caribbean and South America.

5.5b. Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.

➤ Students will gather, interpret, and use evidence to explain a current issue faced by two or more countries within the Western Hemisphere.

**5.6. GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place.**

5.6a. Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

➤ Students will use comparison and contextualization skills to compare the structure and functions of the United States government with those of Canada, Mexico, and a selected country in the Caribbean or South America.

5.6b. Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

➤ Students will gather, interpret, and use evidence to determine the role of foundational documents on a country's key values, beliefs, and principles of constitutional democracy.



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5.6c. Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

- Students will use civic participation skills to identify situations where a group of people in the Western Hemisphere have struggled or are struggling for equality and civil rights or sovereignty.

5.6d. Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.

- Students will use civic participation skills to identify multinational organizations and nongovernmental organizations providing assistance, supporting economic development, or encouraging cooperation, peace and cultural understanding among nations of the Western Hemisphere.

**5.7. ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.**

5.7a. Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?

- Students will use an understanding of economics to describe the characteristics of a traditional economy used by the Inuit, the market economy of the United States or Canada, and the command economy of Cuba.

5.7b. Peoples of the Western Hemisphere engage in a variety of economic activities to meet their needs and wants.

- Students will use an understanding of economics to identify major products and industries of the United States, Canada, Mexico, and a selected country from the Caribbean and South America.

5.7c. Countries trade with other countries to meet economic needs and wants. They are interdependent.

- Students will use an understanding of economics to describe the relationship of imports and exports of the United States with other markets in the Western Hemisphere.



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Fifth Grade	Social Studies Practices
<b>Gathering, Interpreting and Using Evidence</b>	<ul style="list-style-type: none"><li>▪ Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.</li><li>▪ Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).</li><li>▪ Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.</li><li>▪ Identify arguments of others.</li><li>▪ Identify implicit ideas to draw inferences, with support.</li><li>▪ Recognize arguments on specific social studies topics and identify evidence supporting the arguments.</li></ul>
<b>Chronological Reasoning and Causation</b>	<ul style="list-style-type: none"><li>▪ Explain how events are related chronologically to one another in time.</li><li>▪ Employ mathematical skills to measure time in years and centuries.</li><li>▪ Understand the difference between B.C.E. and C.E.</li><li>▪ Identify the chronological significance of data presented in timelines.</li><li>▪ Identify causes and effects, using examples from current events or grade-level content and historical events.</li><li>▪ Identify and classify the relationship between multiple causes and multiple effects.</li><li>▪ Distinguish between long-term and immediate causes and effects of an event from current events or history.</li><li>▪ Recognize the dynamics of historical continuity and change over periods of time.</li><li>▪ Identify important turning points in history.</li><li>▪ Use periods of time, such as decades and centuries, to organize a historical narrative.</li><li>▪ Utilize timelines to compare histories in different places.</li><li>▪ Recognize and identify patterns of continuity and change in history.</li><li>▪ Understand the role of periodization as a practice in history and social studies.</li></ul>
<b>Comparison and Contextualization</b>	<ul style="list-style-type: none"><li>▪ Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.</li><li>▪ Understand how regions can be defined as sharing common characteristics in contrast with other regions.</li><li>▪ Categorize divergent perspectives of an individual historical event.</li><li>▪ Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.</li><li>▪ Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.</li></ul>



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Fifth Grade	Social Studies Practices
<b>Comparison and Contextualization, cont.</b>	<ul style="list-style-type: none"><li>Describe historical developments in the history of the Western Hemisphere, including specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support.</li></ul>
<b>Geographic Reasoning</b>	<ul style="list-style-type: none"><li>Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</li><li>Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.</li><li>Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.</li><li>Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.</li><li>Describe how human activities alter places and regions in the Western Hemisphere.</li><li>Recognize that boundaries and definition of location are historically constructed.</li></ul>
<b>Economics and Economic Systems</b>	<ul style="list-style-type: none"><li>Explain how scarcity necessitates decision-making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.</li><li>Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.</li><li>Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy.</li><li>Explain the meaning of unemployment, inflation, income, and economic growth in the economy.</li><li>Describe government decisions that affect economies in case studies from the Western Hemisphere.</li></ul>
<b>Civic Participation</b>	<ul style="list-style-type: none"><li>Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion with teacher support.</li><li>Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.</li><li>Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.</li><li>Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.</li><li>Participate in negotiating and compromising in the resolution of differences and conflict.</li></ul>



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Fifth Grade	Social Studies Practices
<b>Civic Participation, cont.</b>	<ul style="list-style-type: none"><li>▪ Identify situations with a global focus in which social actions are required and suggest actions.</li><li>▪ Describe the roles of people in power in the Western Hemisphere, historically and currently. Identify ways current figures can influence people’s rights and freedom.</li><li>▪ Identify rights and responsibilities of citizens within societies in the Western Hemisphere.</li><li>▪ Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere</li></ul>



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