

# 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



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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 that 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 source documents, 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.

## 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 incorporates:

- **Learning Standards, Key Ideas, Conceptual Understandings**, and a sequence of instruction for each grade level;
- 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**.

## Social Studies Practices: Vertical Articulation — Grades K-5

Social Studies Practices	K	1	2	3	4	5
<b>Gathering, Interpreting and Using Evidence</b>	Ask questions.	Develop questions about his/her family.	Develop questions about the community.	Develop questions about a world community.	Develop questions about regions of the United States and their history, geography, economics, and/or government.	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.
	Recognize forms of evidence used to make meaning in social studies.	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).	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).	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).	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).	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).
	Identify the author or creator of a book or map.	Identify the creator and/or author of different forms of evidence.	Identify and explain creation and/or authorship, purpose, and format of evidence.	Identify and explain creation and/or authorship, purpose, and format of evidence. Where appropriate, identify point of view.	Identify and explain creation and/or authorship, purpose and format of evidence. Where appropriate, identify point of view and bias.	Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.

<b>Social Studies Practices</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Gathering, Interpreting and Using Evidence (Cont.)</b>	Identify opinions expressed by others.	Identify opinions of others.	Identify arguments of others.	Identify arguments of others.	Identify arguments of others.	Identify arguments of others.
				Identify inferences.	Identify inferences.	Identify implicit ideas to draw inferences, with support.
		Create understanding of the past by using primary and secondary sources.	Create understanding of the past by using primary and secondary sources.	Create understanding of the past by using and analyzing primary and secondary sources.	Create understanding of the past by using and analyzing primary and secondary sources.	Recognize arguments on specific social studies topics and identify evidence supporting the arguments.
<b>Chronological Reasoning and Causation</b>	Retell an important life event in sequential order.	Retell a real-life family event in sequential order.	Retell a community event in sequential order.	Explain how three or more events are related to one another.	Explain how events are related chronologically to one another.	Explain how events are related chronologically to one another in time.
	Understand the concept of time measurements, including days and weeks.	Understand the concept of time measurements, including days, weeks, months and years.	Understand the concept of time measurements, including minutes, hours, days, weeks, months, years.	Employ mathematical skills to measure time in years and centuries	Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in timelines, with teacher support.	Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in timelines.
	Identify causes and effects, using an example from his/her family life.	Identify causes and effects, using examples from his/her family life.	Identify causes and effects, using examples from his/her family life or from the community.	Identify causes and effects, using examples from his/her life or from a current event or history.	Identify the relationship between multiple causes and multiple effects, using examples from his/her life and from a current	Identify causes and effects, using examples from current events or grade-level content and historical events

Social Studies Practices	K	1	2	3	4	5
<b>Chronological Reasoning and Causation (Cont.)</b>					and/or historic event.	
						Identify and classify the relationship between multiple causes and multiple effects.
					Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.	Distinguish between long-term and immediate causes and effects of an event from current events or history.
	Identify change over time in his/her life.	Identify change over time in his/her family.	Identify changes over time in his/her community.	Recognize continuity and change over periods of time.	Recognize dynamics of historical continuity and change over periods of time.	Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.
	Identify events of the past, present, and future in his/her life.	Identify events of the past, present, and future in his/her family life.	Identify events of the past, present, and future in his/her community life.	Recognize periods of time, such as decades and centuries.	Use periods of time, such as decades and centuries, to put events into chronological order.	Use periods of time, such as decades and centuries, to organize a historical narrative; compare histories in different places in the Western Hemisphere, utilizing timelines.
	Identify routines and common	Recognize and identify patterns of	Recognize and identify patterns of continuity and	Recognize and identify patterns of continuity and	Recognize and identify patterns of continuity and	Recognize and identify patterns of continuity

<b>Social Studies Practices</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	occurrences in his/her life.	continuity in his/her family.	change in communities.	change in world communities.	change in regions of the United States.	and change in history.
						Understand the role of periodization as a practice in history and social studies.
<b>Comparison and Contextualization</b>	Identify similarities and differences between home and school.	Identify similarities and differences between neighborhoods.	Identify similarities and differences between communities.	Identify a world region by describing a characteristic that places within it have in common.	Identify a regions by describing a characteristic that places within it have in common, and then compare it to other regions.	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. Understand how regions can be defined as sharing common characteristics in contrast with other regions.
	Identify similarities and/or differences between him/her and others.	Identify similarities and/or differences between him/her and others, with detail.	Identify similarities and/or differences between his/her community and other communities.	Identify multiple perspectives by comparing and contrasting points of view in differing world communities.	Identify multiple perspectives from a historical event.	Categorize divergent perspectives of an individual historical event.
	Describe an event in his/her life.	Describe an event in his/her family.	Describe an event in his/her community.	Describe a historical event in a world community.	Describe and compare historical events in the different regions.	Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.

Social Studies Practices	K	1	2	3	4	5
Comparison and Contextualization (Cont.)		Understand the concepts of geography, economics, and history that apply to his/her family.	Recognize the relationship between geography, economics, and history in his/her community.	Recognize the relationship between geography, economics, and history in world communities.	Recognize the relationship between geography, economics, and history in social studies.	Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.
			Describe a historical development in his/her community by using specific details, including time and place.	Describe a historical development in a world community by using specific details, including time and place.	Describe historical developments in the regions by using specific details, including time and place.	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.

<b>Social Studies Practices</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Geographic Reasoning</b>	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.	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.	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.	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.	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.	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.
<b>Geographic Reasoning (Cont.)</b>	Identify natural events or physical features, such as land, water, air, and wind.	Identify human activities and human-made features; identify natural events or physical features.	Distinguish human activities and human-made features from natural events or physical features.	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).	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).	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.

<b>Social Studies Practices</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	Describe how the environment affects his/her activities.	Describe how the environment affects his/her and other people's activities.	Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.	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.	Identify how environments affect human activities and how human activities affect physical environments.	Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.
	Identify a pattern.	Identify a pattern and a process.	Recognize a process that applies to population and a resulting pattern.	Recognize a process that applies to population and a resulting pattern.	Recognize relationships between patterns and processes.	Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.
	Identify a human activity that changed a place.	Describe how human activities alter places.	Describe how human activities alter places in a community.	Describe how human activities alter places and regions.	Describe how human activities alter places and regions.	Describe how human activities alter places and regions in the Western Hemisphere.
						Recognize that boundaries and definition of location are historically constructed.
<b>Economics and Economic Systems</b>	Identify examples of scarcity and	Explain how scarcity affects choices made by families and	Explain how scarcity necessitates decision-	Examine how scarcity affects the decisions about the use of	Explain how scarcity necessitates decision-	Explain how scarcity necessitates decision-

<b>Social Studies Practices</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	choices made due to scarcity.	communities, and identify costs and benefits associated with these choices.	making; identify the benefits and costs of decisions.	resources by people and governments; examine the costs and benefits of economic decisions.	making; compare the costs and benefits of individual and economic decisions.	making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.
	Identify examples of goods and services.	Distinguish between a consumer and a producer and their relationship to goods and services.	Describe the resources used to produce goods and provide services in the local community.	Identify the variety of resources available in a particular world community used to produce goods and/or provide services.	Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.	Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.
	Identify what money is and how it is used in society.	Explain how people earn money and explain other ways that people receive money.	Describe the role of banks, saving, and borrowing in the economy.	Identify products found in world communities and the various ways that people in those communities pay for products.	Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.	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.
<b>Economics and Economic Systems (Cont.)</b>			Describe the goods and services that people in the local community produce and those that are produced in other communities.	Examine the goods and services provided by world communities; describe what goods and services a world community trades with	Explain why individuals and businesses specialize and trade.	

<b>Social Studies Practices</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
				other world communities.		
					Explain the meaning of unemployment.	Explain the meaning of unemployment, inflation, income, and economic growth in the economy.
			Identify goods and services that government provides and the role of taxes.	Explore the types of governments in world communities and the services that they provide to citizens.	Explain the ways that the government pays for the goods and services that it provides, including tax revenue.	Describe government decisions that affect economies in case studies from the Western Hemisphere.
<b>Civic Participation</b>	Demonstrate respect for the rights of others.	Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.	Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.	Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.	Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.	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.

Social Studies Practices	K	1	2	3	4	5
<b>Civic Participation (Cont.)</b>	Participate in activities that focus on a classroom or school issue or problem.	Participate in activities that focus on a classroom or school issue or problem.	Participate in activities that focus on a classroom, school, or local community issue or problem.	Participate in activities that focus on a classroom, school, or world community issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.
			Identify the elements of the community's political system.	Identify different types of political systems found in world communities.	Identify different types of political systems used in the United States.	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.
	Identify the role of the individual in classroom participation.	Identify the role of the individual in classroom and school participation.	Identify the role of the individual in classroom, school, and local community participation.	Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.	Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or national community.	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.

<b>Social Studies Practices</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Civic Participation (Cont.)</b>	Show respect in issues involving difference and conflict.	Show respect in issues involving difference and conflict; participate in the resolution of differences and conflict.	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	Participate in negotiating and compromising in the resolution of differences and conflict
	Identify situations in which social actions are required.	Identify situations in which social actions are required.	Identify situations in which social actions are required.	Identify situations in which social actions are required and suggest actions.	Identify situations in which social actions are required and suggest actions.	Identify situations with a global focus in which social actions are required and suggest actions.
	Identify the school principal and his/her role within the school.	Identify the president of the United States and the school principal and their leadership responsibilities.	Identify community leaders (e.g., base commander), and the president of the United States and their leadership responsibilities.	Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles.	Identify people in positions of power and how they can influence people's rights and freedom.	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.
	Identify and follow rules in the classroom and school.	Identify rights and responsibilities in the classroom and school.	Identify rights and responsibilities in the classroom, school, and community.	Identify rights and responsibilities of citizens in the local community and compare them to those in world communities.	Identify rights and responsibilities as a citizen of the community and the state.	Identify rights and responsibilities of citizens within societies in the Western Hemisphere.
						Develop an understanding of the interdependence of individuals and groups in communities in

<b>Social Studies Practices</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
						the Western Hemisphere

# Kindergarten

## Grade K: Self and Others

In kindergarten, students study “Self and Others.” The course is organized into six units 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 units represent the unifying themes of social studies and DoDEAs commitment to ensuring military-connected students are ready to take their place in the world. Each unit helps students study themselves in the context of their immediate surroundings. Students will explore similarities and differences between children, families, and communities and about 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 create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.

#### **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 identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language.

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

- Students will explain how their families celebrate birthdays or other 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.

- Students will learn about and respect individual differences.

#### **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 compare ways diverse cultural groups within the community and nation 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 explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.
- Students will retell stories about people in the past that show honesty, determination, courage, and responsibility.
- Students will identify American symbols, such as the Liberty Bell and the bald eagle.
- Students will learn the Pledge of Allegiance.
- Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag.
- Students will learn patriotic songs, including the national anthem, "America the Beautiful," and "America."

### **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 identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination).

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 be given the opportunity to perform duties in the classroom (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as a messenger).
- Students will learn how they can make a difference (direct service, indirect service, and advocacy).
- Students will participate in a teacher-guided service learning project connected to the curriculum (identify a need in their community, learn about the need, and provide a solution).

#### **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 discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed.

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

- Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials).

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

- Students will be given an opportunity to create new rules as needed for class 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 explore maps and globes.
- Students will identify the differences and similarities between a globe and a map AND different types of maps.
- Students will 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 locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital) and locate places that are personally relevant (where they live now, where family members live, where parents are deployed).
- Students will construct maps and models of familiar places (e.g. house, school, neighborhood).

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 correctly use words and phrases to describe relative location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, 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 describe and give examples of seasonal weather changes and illustrate how weather affects 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 correctly use words related to chronology and time when recounting events and experiences (e.g., first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs).

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

- Students will retell a story and explain the value, idea, tradition, or important event that it expressed.

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

- Students will compare 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 identify basic needs (food, clothing, and shelter).
- Students will distinguish between a need and a want.

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 explore examples of goods and services.
- Students will explain the difference between a good and a service.

K.9c. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

- Students will identify examples of scarcity.

## Kindergarten: Student “I Can” Statements for the Social Studies Practices

### A. Gathering, Interpreting and Using Evidence

1. I can ask questions.
2. I can recognize forms of evidence used to make meaning in social studies (photographs, maps, letters, etc.).
3. I can identify the author or creator of a book or map.
4. I can identify opinions expressed by others.

### B. Chronological Reasoning and Causation

1. I can retell an important life event in sequential order.
2. I can use time measurements, including days and weeks.
3. I can identify causes and effects, using an example from my family life.
4. I can identify change over time in my life.
5. I can identify events of the past, present, and future in my life.
6. I can identify routines and common occurrences in my life.

### C. Comparison and Contextualization

1. I can identify similarities and differences between home and school.
2. I can identify similarities and differences between myself and others.
3. I can describe an event in my life.

### D. Geographic Reasoning

1. I can 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.
2. I can identify natural events or physical features, such as land, water, air, and wind.
3. I can describe how the environment affects my activities.
4. I can identify a pattern.
5. I can identify a human activity that changed a place.

### E. Economics and Economic Systems

1. I can identify examples of scarcity and choices made due to scarcity.
2. I can identify examples of goods and services.
3. I can identify what money is and how it is used in society.

### F. Civic Participation

1. I can demonstrate respect for the rights of others.
2. I can participate in activities that focus on a classroom or school issue or problem.
3. I can identify the role of the individual in classroom participation.
4. I can show respect in issues involving difference and conflict.
5. I can identify situations in which social actions are required.
6. I can identify the school principal and his/her role within the school.
7. I can identify and follow rules in the classroom and school.
8. I can investigate, plan, implement and evaluate an age-appropriate service learning project with the direction and support of the teacher.

## **Kindergarten: Student “I Can” Statements for the Integration of the CCRS-H/SS Reading Standards for Informational Text**

### **Key Ideas and Details**

1. I can, with prompting and support, ask and answer questions about key details in a text.
2. I can, with prompting and support, identify the main topic and retell key details of a text.
3. I can, with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### **Craft and Structure**

4. I can, with prompting and support, ask and answer questions about unknown words in a text.
5. I can identify the front cover, back cover, and title page of a book.
6. I can name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### **Integration of Knowledge and Ideas**

7. I can, with prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. I can, with prompting and support, identify the reasons an author gives to support points in a text.
9. I can, with prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### **Range of Reading and Level of Text Complexity**

10. I can actively engage in group reading activities with purpose and understanding.

## **Writing Standards**

### **Text Types and Purposes**

1. I can use a combination of drawing, dictating, and writing to compose opinion pieces in which I tell a reader the topic or the name of the book I am writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
2. I can use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which I name what I am writing about and supply some information about the topic.
3. I can use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.

### **Production and Distribution of Writing**

4. I can, with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
5. I can, with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

6. I can participate in shared research and writing projects (e.g., explore a number of books on a social studies topic and express opinions about them).
7. I can, with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## Speaking and Listening Standards

### **Comprehension and Collaboration**

1. I can participate in collaborative conversations about kindergarten social studies topics and texts with peers, diverse partners, and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
  - c. Seek to understand and communicate with individuals from different cultural backgrounds.
2. I can confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. I can ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

4. I can describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. I can add drawings or other visual displays to descriptions as desired to provide additional detail.
6. I can speak audibly and express thoughts, feelings, and ideas clearly.

# Grade 1

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

“My Family and Other Families, Now and Long Ago” — the course is organized into six units of study encompassing the unifying themes of social studies: Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units 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 listen to stories about different families and will identify characteristics that are the same and different.

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 identify traditions that are associated with their families and tell why the tradition is important.

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

- Students will compare the cultural 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 listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
- Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents’ Day, Law Day, and Independence Day are celebrated.

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 be able to recite the Pledge of Allegiance to begin to understand its purpose and its general meaning and to sing patriotic songs such as *America the Beautiful*, *America* (“My Country 'Tis of Thee”), including *The Star Spangled Banner* and begin to understand the general meaning of the lyrics.

### **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 participate in group activities and contribute to the work of the group.

1.3b. Traits of a responsible citizen include respecting others\*, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.

- Students will explain the traits of a responsible citizen and model actions of responsible citizens.

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 discuss ways that they can protect and respect our world and its people.

#### **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 discuss the difference between rules and laws and determine why school rules were developed, including the consequences of not following the rules.

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.

- Students will begin to understand that there are local, state, and national levels of government and will identify some actions that the government takes.

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

- Students will be given opportunities to solve problems, make decisions, and resolve conflicts.

### **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.**

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\* 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.

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 cardinal directions within the classroom to describe the locations of objects (e.g., desks, bookcases) and create a map of the classroom by using symbols to represent objects.

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 a map of the community and provide directions to another student on how to get from the school to another place identified on the map.

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

- Students will closely read maps making use of the legends to understand symbols and what they represent.

## **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 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 identify how the physical environment of their community has been modified to meet needs and wants.

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

- Students will identify positive and negative effects that human interaction 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 create personal timelines of their life, school year, and family events with the help of family members. Students will demonstrate an understanding of sequence and chronology and share their timelines with each other.

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

- Students will examine the changes in their family over time and how the family growth and change can be documented and recorded.

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

- Students will examine families of the past and compare them with their family. They will identify characteristics that have been passed on through the generations.

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 sequence and chronological terms when describing family events.

### **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 be exposed to various historical sources, including artifacts, letters, maps, photographs, and newspapers.

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

- Students will interview family members to learn about their family histories. Students will develop a family timeline as an extension of their personal timeline.
- Students will describe the main characters and qualities after listening to biographies and legends.

## **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 provide examples of scarcity by identifying wants that exceed resources.

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

- Students will examine choices that families make due to scarcity, and identify costs associated with these choices.

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

- Students will examine how tools, technology, and other resources can be used to meet 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 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 identify examples of a producer and a consumer.

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

- Students will examine how earning money through work is related to the purchase of goods and services.

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

- Students will examine decisions that people make about spending and saving money.

## Grade 1: Student “I Can” Statements for the Social Studies Practices

### A. Gathering, Interpreting, and Using Evidence

1. I can develop questions about his/her family.
2. I can 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).
3. I can identify the creator and/or author of different forms of evidence.
4. I can identify opinions of others.
5. I can create an understanding of the past by using primary and secondary sources.

### B. Chronological Reasoning and Causation

1. I can retell a real-life family event in sequential order.
2. I understand the concept of time measurements, including days, weeks, months, and years.
3. I can identify causes and effects, using examples from my family life.
4. I can identify change over time in my family.
5. I can identify events of the past, present, and future in my family life.
6. I can recognize and identify patterns of continuity in my family.

### C. Comparison and Contextualization

1. I can identify similarities and differences between neighborhoods.
2. I can identify similarities and/or differences between myself and others, with detail.
3. I can describe an event in his/her family.
4. I understand the concepts of geography, economics, and history that apply to my family.

### D. Geographic Reasoning

1. I can ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. I can describe where places are in relation to each other.
2. I can identify human activities and human-made features; identify natural events or physical features.
3. I can describe how environment affects my activities and other people’s activities.
4. I can identify a pattern and a process.
5. I can describe how human activities alter places.

### E. Economics and Economic Systems

1. I can explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.
2. I can distinguish between a consumer and a producer and their relationship to goods and services.
3. I can explain how people earn money and other ways that people receive money.

### F. Civic Participation

1. I can demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.
2. I can participate in activities that focus on a classroom or school issue or problem.
3. I can identify different political systems.
4. I can identify the role of the individual in classroom and school participation.
5. I can show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.
6. I can identify situations in which social actions are required.
7. I can identify the president of the United States and the school principal and their leadership responsibilities.
8. I can identify rights and responsibilities within the classroom and school.
9. I can investigate, plan, implement, and evaluate an age-appropriate service learning project, with the direction and support of the teacher.

# Grade 1: Student “I Can” Statements for the Integration of the CCRS-H/SS

## Reading Standards for Informational Text

### **Key Ideas and Details**

1. I can ask and answer questions about key details in a text.
2. I can identify the main topic and retell key details of a text.
3. I can describe the connection between two individuals, events, ideas, or pieces of information in a text.

### **Craft and Structure**

4. I can ask and answer questions to help determine or clarify the meanings of words and phrases in a text.
5. I know and can use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. I can distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### **Integration of Knowledge and Ideas**

7. I can use the illustrations and details in a text to describe its key ideas.
8. I can identify the reasons an author gives to support points in a text.
9. I can identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### **Range of Reading and Level of Text Complexity**

10. I can, with prompting and support, read informational texts that are appropriately complex for grade 1.

## Writing Standards

### **Text Types and Purposes**

1. I can write opinion pieces in which I introduce the topic or name the book that I am writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. I can write informative/explanatory texts in which I name a topic, supply some facts about the topic, and provide some sense of closure.
3. I can write narratives in which I recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### **Production and Distribution of Writing**

4. (Begins in grade 3)
5. I can, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
6. I can, with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

7. I can participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
8. I can, with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## Speaking and Listening Standards

### **Comprehension and Collaboration**

1. I can participate in collaborative conversations about grade 1 topics and texts with peers, diverse partners, and adults in small and larger groups.
  - a. I can follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. I can build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - c. I can ask questions to clear up any confusion about the topics and texts under discussion.
  - d. I can seek to understand and communicate with individuals from different cultural backgrounds.
2. I can ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. I can ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

4. I can describe people, places, things, and events, using relevant details and expressing ideas and feelings clearly.
5. I can add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
6. I can produce complete sentences, when appropriate to the task and the situation.

# Grade 2

## Grade 2: My Community and Other Communities

“My Community and Other Communities” is organized into six units 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 units 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 study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their effects are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities. Students will explore how to identify needs in their community and create and implement a plan to address the identified need.

### *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 identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live.
- By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term “population density” and how it applies to different 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 identify activities that are available in each type of community, and discuss how those activities affect the people living in that community.

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

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 examine the ethnic and/or cultural groups represented in their classroom.
- Students will explore the cultural diversity of their local community by identifying activities that have been introduced by different cultural groups.
- Students will identify community events that help promote a common community identity.

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 explore how different ideas, talents, perspectives, and culture 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 explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community.

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

- Students will examine the ways in which the government in their community 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 learn about the process of voting and what opportunities adults in the community have for participation.
- Students will participate in voting within the classroom and in school, as appropriate.

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

- Students will examine the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore.

## **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 explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them.

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

- Students will identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws.

2.4c. Citizens provide service to their community in a variety of ways.

- Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers).
- Students will identify how children and adults can provide service to the school and the community at large.
- Students will plan and implement a service learning project to benefit their local community.

### ***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 locate their communities on maps and/or globes.
- Students will examine how land within a community is used and classify land use as “residential” (used for housing), “industrial” (used to make things), “commercial” (used to provide services), and “recreational” (where people play or do sports).
- Students will create maps including maps that represent their classroom, school, or community, and maps that illustrate places in stories.

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 compare how different communities in their state or nation have developed, and explain how physical features of the community affect the people living there.

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

- Students will explore how humans have positively and negatively affected the environment of their community through such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks.
- Students will describe the means people create for moving people, goods, and ideas in their communities.

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

- Students will use a compass rose to identify cardinal (North, South, East, and West) and intermediate (Northeast, Southeast, Southwest, and Northwest) directions on maps and in their community.
- Students will locate the equator, northern and southern hemispheres, and poles on a globe.
- Students will use maps and legends to identify major physical features, such as mountains, rivers, lakes, and oceans of the local community and the nation.

### ***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.

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 examine continuities and changes over time in their community, using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.
- Students will develop a timeline for their community, including important events, such as when the school was built.

## **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 distinguish between cause and effect and will examine changes in their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing population in suburban areas, and reduction of farms).

## ***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 investigate what resources are available in their community and what resources are obtained from neighboring communities.
- Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).

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

- Students will explore economic decision making and the use of money.

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

- Students will examine how consumers react to changes in the prices of goods.

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

- Students will explore the purpose of taxes and how they are collected in their communities.

### **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 distinguish between goods and services and identify goods produced in their community.

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 identify different types of jobs performed in their community.
- Students will explain the services provided by community workers.

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

- Students will explore how communities share resources and services with other communities.

## Grade 2: Student “I Can” Statements for the Social Studies Practices

### A. Gathering, Interpreting, and Using Evidence

1. I can develop questions about the community.
2. I can 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).
3. I can identify and explain creation and/or authorship, purpose, and format of evidence.
4. I can identify arguments of others.
5. I can recognize arguments and identify evidence.
6. I can create an understanding of the past by using primary and secondary sources.

### B. Chronological Reasoning and Causation

1. I can retell a community event in sequential order.
2. I understand the concept of time measurements, including minutes, hours, days, weeks, months, and years.
3. I can identify causes and effects, using examples from his/her family life or from the community.
4. I can identify change over time in his/her community.
5. I can identify events of the past, present, and future in his/her community.
6. I can recognize and identify patterns of continuity and change in his/her community.

### C. Comparison and Contextualization

1. I can identify similarities and differences between communities.
2. I can identify similarities and differences between his/her community and other communities.
3. I can describe an event in his/her community.
4. I can recognize the relationships between geography, economics, and history in his/her community.
5. I can describe a historical development in his/her community with specific details, including time and place.

### D. Geographic Reasoning

1. I can ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.
2. I can 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).
3. I can describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.
4. I can recognize a process that applies to population and a resulting pattern.
5. I can describe how human activities alter places in a community.

### E. Economics and Economic Systems

1. I can explain how scarcity necessitates decision making; identify the benefits and costs of decisions.
2. I can describe the resources used to produce goods and provide services in the local community.
3. I can describe the role of banks, saving, and borrowing in the economy.
4. I can describe the goods and services that are produced in the local community, and those that are produced in other communities.
5. I can identify goods and services that government provides and the role of taxes.

### F. Civic Participation

1. I can demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
2. I can participate in activities that focus on a classroom, school, or local community issue or problem.
3. I can identify different political systems.
4. I can identify the role of the individual in classroom, school, and local community participation.
5. I can show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.

6. I can identify situations in which social actions are required.
7. I can identify the base commander, the president of the United States, and the school principal and their leadership responsibilities.
8. I can identify rights and responsibilities within the classroom, school, and community.
9. I can investigate, plan, implement and evaluate an age-appropriate service learning project with the direction and support of the teacher.

## 2<sup>nd</sup> Grade: Student “I Can” Statements for the Integration of the CCRS-H/SS

### Reading Standards for Informational Text

#### **Key Ideas and Details**

1. I can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. I can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3. I can describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### **Craft and Structure**

4. I can determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.
5. I know and can use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### **Integration of Knowledge and Ideas**

7. I can explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. I can describe how reasons support specific points the author makes in a text.
9. I can compare and contrast the most important points presented by two texts on the same topic.

#### **Range of Reading and Level of Text Complexity**

10. By the end of year, I can read and comprehend history/social studies informational texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Writing Standards

#### **Text Types and Purposes**

1. I can write opinion pieces in which I introduce the topic or book I am writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2. I can write informative/explanatory texts in which I introduce a topic, use facts, and definitions to develop points, and provide a concluding statement or section.
3. I can write narratives in which I recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.

#### **Production and Distribution of Writing**

4. With guidance and support from adults and peers, I can focus on a topic and strengthen writing as needed by revising and editing.
5. With guidance and support from adults, I can use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### **Research to Build and Present Knowledge**

6. I can participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
7. I can recall information from experiences or gather information from provided sources to answer a question.

## Speaking and Listening Standards

### **Comprehension and Collaboration**

1. I can participate in collaborative conversations about grade 2 topics and texts with peers, diverse partners, and adults in small and larger groups.
  - a. I can follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. I can build on others' talk in conversations by linking their comments to the remarks of others.
  - c. I can ask for clarification and further explanation as needed about the topics and texts under discussion.
  - d. I can seek to understand and communicate with individuals from different cultural backgrounds.
2. I can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. I can ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **Presentation of Knowledge and Ideas**

4. I can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. I can create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.
6. I can produce complete sentences, when appropriate to task and situation, in order to provide requested detail or clarification.

# Grade 3

## Grade 3: Communities around the World

In “Communities around the World,” students learn about communities around the globe and about global citizenship. Students bring with them knowledge about their communities. In this course, 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, the Pacific and Europe) to support their students learning about the diverse communities surrounding the bases where DoDEA schools are located for extensive study. 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.

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 identify the continents and oceans, by using globes and maps.
- Students will locate the selected world communities in relation to oceans and continents.

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 identify the differences between a globe and a map.
- Students will examine a variety of maps for each of the selected world communities, looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, vegetation, and resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city).
- Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify differences for at least one of the selected world communities

#### **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.

- Students will examine where each selected DoDEA-connected world community is located.

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

- Students will examine the location of each selected DoDEA-connected world community relative to the other DoDEA-connected world communities. Students will locate each selected world community in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (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 examine the geographic factors of each DoDEA-connected world community, including physical features and climate, noting how certain factors are likely to support settlement and larger populations.
- Students will investigate the lifestyle of the people who live in each DoDEA-connected world community and how the lifestyle has been influenced by the geographic factors.

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 examine how each DoDEA-connected world community has adapted to and/or modified its environment to meet its needs.
- Students will investigate how human activities and the use of technology have altered the environment, bringing about unintended consequences for each of the DoDEA-connected world communities and their own community.
- Students will explore actions that are being taken to protect the environment in the DoDEA-connected world communities and in their own DoDEA community.

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

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

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 examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community (including the history of their school and their partner schools and the branch of the military-connected to each school).
- Students will examine symbols of each selected world community including the symbols associated with each school.

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

- Students will explore the arts, music, dance, and literature of each DoDEA-connected world community.

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

#### **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 compare and contrast the structure and activities of families and schools in each DoDEA-connected community with their own.

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 examine each DoDEA-connected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.
- Students will learn about the holidays and festivals celebrated in each DoDEA-connected world community and compare them to the holidays and festivals celebrated in their own community.

### **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 examine people, goods, and ideas that have diffused from other communities into each DoDEA-connected world community and the effects of the people, goods, and ideas on these communities.
- Students will examine people, goods, and ideas from each DoDEA-connected world community that have diffused into other communities and their effects on those communities.

#### *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 examine the type of government found in each of the DoDEA-connected world communities and compare and contrast it with United States government, as well as with the types of governments found in other selected world communities.

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

- Students will examine different processes of selecting leaders, solving problems, and making decisions in nations and communities and compare and contrast them to the process used in the United States.

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 examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in each DoDEA-connected world community and compare and contrast it with the process in the United States, as well as in other selected world communities.

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 examine the role of the citizen in each DoDEA-connected world community and how this role is similar to or different from the role a citizen plays in the United States, as well in as other selected 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.

- Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each DoDEA-connected world community.

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 examine prejudice and discrimination and how they serve as barriers to justice and equality for all people.

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

- Students will investigate steps people can take to support social action and change.
- Students will determine a need in the global community, learn about the need, provide a solution and take action (direct, indirect or advocacy).

***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.

- Students will investigate available resources for each DoDEA-connected world community and how these resources are used to meet basic needs and wants.
- Students will explore the concepts of surplus and scarcity in relation to resources for each DoDEA-connected world community.

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

- Students will investigate how each DoDEA-connected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community.
- Students will examine the various ways people earn a living and how this has changed, if at all, over time in each DoDEA-connected world community.

**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?**

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

- Students will determine what goods are produced and services are provided in each DoDEA-connected world community.

- Students will examine how the goods are produced within each DoDEA-connected world community.
- Students will investigate who receives the goods that are produced in each DoDEA-connected world community.

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 examine each DoDEA-connected world community in terms of what products and/or services it exports to other communities.
- Students will examine each DoDEA-connected world community in terms of what products and/or services it imports from other communities.
- Students will explore the basic economic concepts of supply and demand and how they influence prices and trade.
- Students will examine how technological developments in transportation and communication have influenced trade over time.

## Grade 3: Student “I Can” Statements for the Social Studies Practices

### A. Gathering, Interpreting, and Using Evidence

1. I can develop questions about a world community.
2. I can recognize and use 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).
3. I can identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view.
4. I can identify arguments of others.
5. I can identify inferences.
6. I can create an understanding of the past by using primary and secondary sources.

### B. Chronological Reasoning and Causation

1. I can explain how three or more events are related to one another.
2. I can employ mathematical skills to measure time in years and centuries.
3. I can identify causes and effects, using examples from his/her life or from a current event or history.
4. I can distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.
5. I can recognize continuity and change over periods of time.
6. I can recognize periods of time, such as decades and centuries.
7. I can recognize and identify patterns of continuity and change in world communities.

### C. Comparison and Contextualization

1. I can identify a world region by describing a characteristic that places within it have in common.
2. I can identify multiple perspectives by comparing and contrasting points of view in differing world communities.
3. I can describe a historical event in a world community.
4. I can recognize the relationship between geography, economics, and history in world communities.
5. I can describe a historical development in a world community, using specific details, including time and place.

### D. Geographic Reasoning

1. I can ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.
2. I can 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).
3. I can 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.
4. I can recognize a process that applies to population, and a resulting pattern.
5. I can describe how human activities alter places and regions.

### E. Economics and Economic Systems

1. I can examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.
2. I can identify the variety of resources available in a particular world community that are used to produce goods and/or provide services.
3. I can identify the products found in world communities and the various ways people in those communities pay for products.
4. I can examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.
5. I can explore the types of governments in world communities and services they provide to citizens.

## **F. Civic Participation**

1. I can demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
2. I can participate in activities that focus on a classroom, school, or world community issue or problem.
3. I can identify different types of political systems found in world communities.
4. I can identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.
5. I can show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
6. I can identify situations in which social actions are required and suggest actions.
7. I can identify leaders of world communities and the president of the United States; identify similarities and differences in their roles.
8. I can identify rights and responsibilities of citizens in the local community and compare them to those in world communities.
9. I can investigate, plan, implement and evaluate an age-appropriate service learning project with the direction and support of the teacher.

## Grade 3: Student “I Can” Statements for the Integration of the CCRS-H/SS

### Reading Standards for Informational Text

#### **Key Ideas and Details**

1. I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. I can determine the main idea of a text, recount the key details, and explain how they support the main idea.
3. I can describe the relationship between a series of historical events, language that pertains to time, sequence, and cause/effect.

#### **Craft and Structure**

4. I can determine the meanings of general academic and history/social studies-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. I can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. I can distinguish their own point of view from that of the author of a text.

#### **Integration of Knowledge and Ideas**

7. I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. I can describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. I can compare and contrast the most important points and key details presented in two texts on the same topic.

#### **Range of Reading and Level of Text Complexity**

10. By the end of the year, I can read and comprehend history/social studies informational texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### Writing Standards

#### **Text Types and Purposes**

1. I can write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. I can introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. I can provide reasons that support the opinion.
  - c. I can use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
  - d. I can provide a concluding statement or section.
2. I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. I can introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - b. I can develop the topic with facts, definitions, and details.
  - c. I can use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  - d. I can provide a concluding statement or section.
3. I can write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences.
  - a. I can establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c. I can use temporal words and phrases to signal event order.

- d. I can provide a sense of closure.

### **Production and Distribution of Writing**

4. With guidance and support from adults, I can produce writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, and editing.
6. With guidance and support from adults, I can use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. I can conduct short research projects that build knowledge about a topic.
8. I can recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### **Range of Writing**

9. I can write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of history/social studies -specific tasks, purposes, and audiences.

### **Speaking and Listening Standards**

#### **Comprehension and Collaboration**

1. I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - a. I can come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. I can follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
  - c. I can ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. I can explain their ideas and understanding in light of the discussion.
  - e. I can seek to understand and communicate with individuals from different cultural backgrounds.
2. I can determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. I can ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### **Presentation of Knowledge and Ideas**

4. I can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
5. I can create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. I can speak in complete sentences, when appropriate to task and situation, in order to provide requested detail or clarification.

# Grade 4

## Grade 4: Regions of the United States and Regions 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. Students will culminate their study of geography by applying their knowledge to the geography of the regions of DoDEA.

**4.1. THE SKILLS OF A GEOGRAPHER:** The discipline of geography requires the skillful use of a variety of tools to make sense of the world.

- Students will explain ways that a study of geography is important in the study of any country or region.
- Students will analyze how the study of various regions of a country helps an overall understanding of that country.
- Examine and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal and intermediate directions, scale, symbols, grid, principal parallels, and meridians) and purposes (road, reference, thematic).
- Students will identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features, determine the shortest route from one town to another town, and to compare the number of people living at two or more locations).
- Students will examine charts, graphs, images and other tools that geographers use and identify their purposes.
- Students will utilize maps, charts, graphs, etc., as research tools to learn about the regions of the United States and DoDEA.
- Students will explore careers related to geography.

**4.2. GEOGRAPHY OF THE UNITED STATES:** 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 compare a political map of the United States and a physical map of the United States to determine what physical features contributed to the political boundaries.
- Students will examine the basic structure of the federal government, including the president, Congress, and the courts.
- Students will compare state governments to the federal government.
- Students will make connections to the role of the federal government and the political geography of the United States.
- Students will demonstrate the traits of responsible citizens by abiding the law, respecting the rights of others, participating in the democratic process, protecting the environment and volunteering to improve their school and community.

**4.3 REGIONS OF THE UNITED STATES:** 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 resource procured by DoDEA to support teaching and learning.

- Northeast Region

- Explain the major geographic features of the Northeast and discuss the physical settings that supported permanent settlement in this region.
- Examine the Native American cultures that originated from this region and examine the main features of their art and architecture.
- Discuss the impact of the key historical events within the region.

- Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.
  - Compare and contrast the growth and development of industry and agriculture within the region.
- Mid-Atlantic Region
  - Explain the major geographic features of the Mid-Atlantic and discuss the physical settings that supported permanent settlement in this region.
  - Examine the Native American cultures that originated from this region and examine the main features of their art and architecture.
  - Discuss the impact of the key historical events within the region.
  - Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.
  - Compare and contrast the growth and development of industry and agriculture within the region.
- Southeast Region
  - Explain the major geographic features of the Southeast and discuss the physical settings that supported permanent settlement in this region.
  - Examine the Native American cultures that originated from this region and examine the main features of their art and architecture.
  - Discuss the impact of the key historical events within the region.
  - Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.
  - Compare and contrast the growth and development of industry and agriculture within the region.
- Midwest Region
  - Explain the major geographic features of the Midwest and discuss the physical settings that supported permanent settlement in this region.
  - Examine the Native American cultures that originated from this region and examine the main features of their art and architecture.
  - Discuss the impact of the key historical events within the region.
  - Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.
  - Compare and contrast the growth and development of industry and agriculture within the region.
- Northwest Region
  - Explain the major geographic features of the Northwest and discuss the physical settings that supported permanent settlement in this region.
  - Examine the Native American cultures that originated from this region and examine the main features of their art and architecture.
  - Discuss the impact of the key historical events within the region.
  - Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.
  - Compare and contrast the growth and development of industry and agriculture within the region.
- Southwest Region
  - Explain the major geographic features of the Southwest and discuss the physical settings that supported permanent settlement in this region.
  - Examine the Native American cultures that originated from this region and examine the main features of their art and architecture.
  - Discuss the impact of the key historical events within the region.
  - Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.
  - Compare and contrast the growth and development of industry and agriculture within the region.

- West Region
  - Explain the major geographic features of the West and discuss the physical settings that supported permanent settlement in this region.
  - Examine the Native American cultures that originated from this region and examine the main features of their art and architecture.
  - Discuss the impact of the key historical events within the region.
  - Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.
  - Compare and contrast the growth and development of industry and agriculture within the 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 identify and map the major physical features, including mountains, plateaus, rivers, lakes, and large bodies of water associated with their district/region of DoDEA (the Americas, Europe and the Pacific).
- Students will examine climate and vegetation maps in relation to the physical maps, exploring the relationship between physical features and vegetation grown, and between physical features and climate.

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

- Students will create a map of the political features of their DoDEA district/region that includes political boundaries (e.g. states) capital cities and the five most populous cities, as well as their own community.
- Students will examine 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 maps of a variety of scales including a map of the United States and the world to identify and locate the countries and/or states that border their DoDEA district/region.
- Students will utilize current and historic maps of DoDEA to compare 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 DoD schools.

- Students will explain why DoDEA was established at the end of World War II.
- Students will explore the history of DoDEA.
- Students will interview leadership at their school location to learn the history of the school and the strategic reason the base/school is in that location.
- Students will research a school that was closed and the world events associated with the closing.

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 identify core civic virtues and democratic principles that guide government, society, communities and individuals (D2.Civ.8.3-5).
- Students will define courage, integrity, patriotism, citizenship, commitment and sacrifice.
- Students will explore the history of the Medal of Honor/Citizen Medal and the criteria to become a recipient.

- Students will research recipients of the Medal of Honor/Citizens Medal and explain how the recipient exemplified the value of the recognition.
- Students will demonstrate the character traits of Medal of Honor/Citizen Medal recipients inside and outside of the classroom.

## Grade 4: Student “I Can” Statements for the Social Studies Practices

### A. Gathering, Interpreting, and Using Evidence

1. I can develop questions about regions of the United States and DoDEA including history, geography, economics and government.
2. I can recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. I can identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.
4. I can identify arguments of others.
5. I can identify inferences.
6. I can create an understanding of the past by using primary and secondary sources.

### B. Chronological Reasoning and Causation

1. I can explain how events are related chronologically to one another.
2. I can employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in timelines, with teacher support.
3. I can identify the relationship between multiple causes and multiple effects, using examples from my life or from a current event or history.
4. I can distinguish between long-term and immediate causes and effects of a current event or an event in history.
5. I can recognize dynamics of historical continuity and change over periods of time.
6. I can use periods of time such, as decades and centuries to put events into chronological order.
7. I can recognize and identify patterns of continuity and change in DoDEA.

### C. Comparison and Contextualization

1. I can identify regions by describing a characteristic that places within it have in common, and then compare it to other regions.
2. I can identify multiple perspectives on an historical event.
3. I can describe and compare historical events from the different regions.
4. I can recognize the relationship between geography, economics, and history in social studies.
5. I can describe historical developments in the United States with specific detail, including time and place.

### D. Geographic Reasoning

1. Use location terms and geographic representations (maps 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.
2. 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).
3. Identify how environments affect human activities and how human activities affect physical environments.
4. Recognize relationships between patterns and processes.
5. Describe how human activities alter places and regions.

### E. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; compare the costs and benefits of economic decisions.
2. Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.
3. Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.
4. Explain why individuals and businesses specialize and trade.
5. Explain the meaning of unemployment.
6. Explain the ways the government pays for the goods and services it provides, including tax revenue.

### F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Identify different types of political systems used at various times in United States history.
4. Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.
5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations in which social actions are required and suggest solutions.
7. Identify people in positions of power and how they can influence people's rights and freedom.
8. Identify rights and responsibilities as a citizen of your community and state.
9. Investigate, plan, implement and evaluate an age-appropriate service learning project with the direction and support of the teacher.

# Grade 4: Student “I Can” Statements for the Integration of the CCRS-H/SS

## Reading Standards for Informational Text

### **Key Ideas and Details**

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### **Craft and Structure**

4. Determine the meanings of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

### **Integration of Knowledge and Ideas**

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### **Range of Reading and Level of Text Complexity**

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Writing Standards

### **Text Types and Purposes**

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
  - b. Provide reasons that are supported by facts and details.
  - c. Link opinion and reasons, using words and phrases (e.g., for instance, in order to, in addition).
  - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful in aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within categories of information, using words and phrases (e.g., another, for example, also, because).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others, and demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### **Research to Build and Present Knowledge**

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. (Does not apply to social studies)
  - b. Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### **Range of Writing**

10. Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening Standards**

### **Comprehension and Collaboration**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material, and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
  - e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas**

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, and speak clearly at an understandable pace.

5. Add audio recordings and visual displays to presentations, when appropriate, to enhance the development of main ideas or themes.
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English, when appropriate, for a task and situation.

## Grade 4: Unifying Themes Aligned to Key Ideas

		<b>Key Ideas</b>	4.1	4.2	4.3	4.4	4.5	4.6	4.7
	Themes								
1	Individual Development and Cultural Identity (ID)			•			•		•
2	Development, Movement, and Interaction of Cultures (MOV)			•	•			•	•
3	Time, Continuity, and Change (TCC)				•	•	•	•	
4	Geography, Humans, and the Environment (GEO)		•	•	•	•		•	
5	Development and Transformation of Social Structures (SOC)				•		•		
6	Power, Authority, and Governance (GOV)			•	•	•			
7	Civic Ideals and Practices (CIV)					•	•		•
8	Creation, Expansion, and Interaction of Economic Systems (ECO)					•		•	•
9	Science, Technology, and Innovation (TECH)					•		•	
10	Global Connections and Exchange (EXCH)								•

# Grades 5

## 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.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas: 5.3 European Exploration and its Effects, 5.6 Government, and 5.7 Economics.

**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. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO)**

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 examine the various theories of the migration routes by which the first humans may have arrived, including the Bering land bridge, using maps and archaeological evidence.

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.

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 examine maps that show the variety of different Native American\* groups located in the Western Hemisphere, noting that there are many different culture groups in many different types of physical, climate, and vegetative regions.
- Students will select one Native American culture group from the United States, one from Canada, and one from the Caribbean region and compare and contrast them by examining how each of these groups adapted to and used the environment and its resources to meet their basic needs, and by examining elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance.

**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. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)**

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.”

- Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map, and students will determine when these societies and civilizations occurred.
- Students will investigate the characteristics of the Mayas, Aztecs, and Incas, noting similarities and differences.

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

- Students will compare how the Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each.

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 compare and contrast political states of the Maya and the Aztec, noting the territories that they controlled, the type of rule each had, and how the ruler attempted to unify the people.

**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.**

**(Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)**

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 investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored, including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa.
- Students will map the key areas of the Western Hemisphere that were colonized by the English, Dutch, French, Portuguese, and Spanish, comparing the locations, relative sizes, and key resources of these regions.

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

- Students will examine how Native Americans viewed the newcomers.
- Students will examine European interactions with Native Americans, using these examples:
  - Conquests by Cortez and Pizarro and the resulting demographic change
  - French in Canada and the fur trade

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 map the movements of people, plants, animals, and disease between Europe, the Americas, and Africa.
- Students will examine the effect of diseases introduced to the Western Hemisphere.

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 investigate why sugar was brought to the Americas, noting where it was grown and why, and the role of supply and demand.

- Students will examine the conditions experienced by enslaved Africans during the Middle Passage.

**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.**

**(Standard: 3, Theme: GEO)**

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

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

- Students will map the regions within the Western Hemisphere and locate major physical features within each region.
- Students will create a political map of the Western Hemisphere, noting which countries are in which region, and a political map of the United States showing the location of the states.
- Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps to discern patterns in human settlement and types 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.**

**(Standards: 1, 2; Themes: ID, MOV, SOC)**

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

- Students will explore key cultural characteristics, such as the languages, religions and contributions, of the United States, Canada, Mexico, and one Caribbean or one South American country.
- Students will compare and contrast key cultural characteristics and contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America.

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

- Students will investigate a current issue that two or more Western Hemisphere countries are facing together. Some examples include environmental issues, immigration, and trade.

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

**(Standards: 5; Themes: GOV, CIV)**

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

- Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts.
- Students will examine the foundational documents of the United States government for evidence of the country's beliefs, values, and principles.
- Students will compare and contrast the government structures and functions of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America.

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

- Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights in terms of key values, beliefs, and principles of constitutional democracy.

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 examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who 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 examine multinational organizations and nongovernmental organizations and their roles in promoting cooperation, peace, and cultural understanding.

**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. (Standards: 1, 2, 3, 4; Themes: TCC, GEO, ECO, EXCH)**

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 explore 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, noting similarities and differences.

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

- Students will identify the major natural resources of the United States, Canada, Mexico, and one Caribbean or one South American country to determine the major industries of those countries in relation to available resources.
- Students will examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, and costs and markets (e.g., soda pop).

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

- Students will examine products that are imported into markets within the United States based on demand for these products, noting how this affects the United States economy.
- Students will examine products that are exported from the United States to other markets in the Western Hemisphere, noting how this affects the United States economy.

## Grade 5: Student “I Can” Statements for the Social Studies Practices

### A. Gathering, Interpreting and Using Evidence

1. I can 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.
2. I can 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).
3. I can identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.
4. I can identify arguments of others.
5. I can identify implicit ideas to draw inference, with support.
6. I can recognize arguments on specific social studies topics and identify evidence supporting the argument.

### B. Chronological Reasoning

1. I can explain how events are related chronologically to one another in time.
2. I can employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in timelines.
3. I can identify causes and effects using examples from current events or grade-level content and historical events
4. Identify and classify the relationship between multiple causes and multiple effects.
5. I can distinguish between long-term and immediate causes and effects of an event from current events or history.
6. I can recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.
7. I can use periods of time such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere utilizing timelines.
8. I can recognize and identify patterns of continuity and change in history.
9. I can explain the role of periodization as a practice in history and social studies.

### C. Comparison and Contextualization

1. I can 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. Understand how regions can be defined as sharing common characteristics in contrast with other regions.
2. I can categorize divergent perspectives of an individual historical event.
3. I can describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.
4. I can identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.
5. I can describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support.

### D. Geographic Reasoning

1. I can 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 among places, and to evaluate the benefits of particular places for purposeful activities.
2. I can 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.
3. I can identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.

4. I can recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.
5. I can describe how human activities alter places and regions in the Western Hemisphere.
6. I can recognize that boundaries and definition of location are historically constructed.

**E. Economics and Economic Systems**

1. I can explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.
2. I can show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.
3. I can 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.
4. I can examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.
5. I can explain the meaning of unemployment, inflation, income, and economic growth in the economy.
6. I can describe government decisions that affect economies in case studies from the Western Hemisphere.

**F. Civic Participation**

1. I can 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.
2. I can participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.
3. I can 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.
4. I can 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.
5. I can participate in negotiating and compromising in the resolution of differences and conflict.
6. I can identify situations with a global focus in which social actions are required and suggest solutions.
7. I can describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.
8. I can identify rights and responsibilities of citizens within societies in the Western Hemisphere.
9. I can develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere
10. I can investigate, plan, implement and evaluate an age-appropriate service learning project with the direction and support of the teacher.

## Grade 5: Student “I Can” Statements for the Integration of CCR- Literacy Standards in History/Social Studies

### Key Ideas and Details

1. I can cite specific textual evidence to support analysis of primary and secondary sources.
2. I can determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. I can identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

### Craft and Structure

4. I can determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. I can describe how a text presents information (e.g., sequentially, comparatively, and causally).
6. I can identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion, or avoidance of particular facts).

### Integration of Knowledge and Ideas

7. I can integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. I can distinguish between fact, opinion, and reasoned judgment in a text.
9. I can analyze the relationship between a primary and secondary source on the same topic.

## Grade 5: Student “I Can” Statements for the CCRS for Writing in History/Social Studies

### Text Types and Purposes

1. I can write arguments focused on discipline-specific content.
  - a. I can introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. I can support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. I can use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence.
  - d. I can establish and maintain a formal style.
  - e. I can provide a concluding statement or section that follows and supports the argument presented.
2. I can write informative/explanatory texts, including the narration of historical events or technical processes.
  - a. I can introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. I can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. I can use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.
  - d. I can use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. I can establish and maintain a formal style and objective tone.
  - f. I can provide a concluding statement or section that follows from and supports the information or explanation presented.

3. (See note: not applicable as a separate requirement)

### **Production and Distribution of Writing**

4. I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. I can, with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
6. I can use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### **Research to Build and Present Knowledge**

7. I can conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. I can gather relevant information from multiple print and digital sources, using search terms effectively to assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
9. I can draw evidence from informational texts to support analysis, reflection, and research.

### **Range of Writing**

10. I can write routinely over extended timeframes (time for reflection and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.

## Common Core Standards for Speaking and Listening

### Comprehension and Collaboration

1. I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. I can integrate and evaluate information presented in diverse media and formats; visually, quantitatively, and orally.
3. I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. I can adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

*Note on range and content of student speaking and listening:*

*To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas, while expressing their own clearly and persuasively.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have also tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.*

From NYS Common Core Learning Standards:

<http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsela.pdf>

## Grade 5: Unifying Themes Aligned to Key Ideas

		<b>Key Ideas</b>	5.1	5.2	5.3	5.4	5.5	5.6	5.7
	<b>Themes</b>								
1	Individual Development and Cultural Identity (ID)		•	•			•		
2	Development, Movement, and Interaction of Cultures (MOV)		•		•		•		
3	Time, Continuity, and Change (TCC)		•	•	•				•
4	Geography, Humans, and the Environment (GEO)		•	•	•	•			•
5	Development and Transformation of Social Structures (SOC)						•		
6	Power, Authority, and Governance (GOV)			•				•	
7	Civic Ideals and Practices (CIV)							•	
8	Creation, Expansion, and Interaction of Economic Systems (ECO)				•				•
9	Science, Technology, and Innovation (TECH)								
10	Global Connections and Exchange (EXCH)				•				•