

ICS Elementary Social Studies Standards

The documents used in drafting these social studies standards include American Education Reaches Out (AERO), the National Council for the Social Studies (NCSS), the International School of Luxembourg (IS-L), the North Dakota Department of Public Instruction Social Studies Standards, the Indiana Department of Education Social Studies Standards, and the Georgia Department of Education Social Studies Standards.

1. (Culture) Students will demonstrate knowledge of cultural development, commonalities, and variations throughout the world.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1a. Identify ways people are alike and different, including celebrations.	1a. Identify similarities and differences among families around the world (i.e. clothes, food, jobs, celebrations)	1a. Identify similarities and differences among families around the world (i.e. clothes, food, jobs, celebrations)	1a. Identify examples of how different groups, societies, and cultures are similar and different (i.e. traditions, family relationships, celebrations, beliefs)	1a. Identify and compare/contrast cultural characteristics of different regions of people (i.e. food, shelter, beliefs, customs, schooling, use of environment and resources)	1a. Identify and compare/contrast cultural characteristics of different regions of people (i.e. food, shelter, beliefs, customs, schooling, use of environment and resources, technology)
	1b. Identify the basic elements of culture (i.e. language, food, clothing)		1b. Identify elements of culture (i.e. language, food, clothing, traditions, beliefs)	1b. Identify elements of culture (i.e. language, food, clothing, traditions, beliefs)	1b. Identify elements of culture (i.e. language, food, clothing, traditions, beliefs)

	1c. Know ways in which people from different cultures think about and respond to the physical environment (i.e. use of resources, transportation, shelter)		1c. Identify ways in which people from different cultures think about and respond to the physical environment (i.e. use of resources, transportation, shelter)	1c. Explain how background and history influence a people group's response to the physical environment (i.e. farming methods, hunting methods, economic decisions)	1c. Explain how background and history influence a people group's response to the physical environment (i.e. farming methods, hunting methods, economic decisions)
	1d. Identify ways in which people from different cultures think about and respond to the social environment (i.e. family structures and roles, religion)		1d. Identify ways in which people from different cultures think about and respond to the social environment (i.e. family structures and roles, religion)	1d. Identify ways in which people from different cultures think about and respond to the social environment (i.e. family structures and roles, religion, how they meet needs and concerns)	1d. Identify ways in which people from different cultures think about and respond to the social environment (i.e. family structures and roles, religion, how they meet needs and concerns)
	1e. Identify patterns of behavior as a reflection of cultural values and attitudes		1e. Identify patterns of behavior as a reflection of cultural values and attitudes	1e. Identify patterns of behavior as a reflection of cultural values and attitudes (i.e. cultural differences regarding what is public and private)	1e. Identify patterns of behavior as a reflection of cultural values and attitudes (i.e. cultural differences regarding what is public and private)

	1f. Identify various traditions within a cultural group and ways they are passed between generations (i.e. stories, folklore, pictures)		1f. Identify various traditions within a cultural group and ways they are passed between generations (i.e. stories, folklore, pictures)		1f. Describe the influence of arts, crafts, music, and language on various cultures
			1g. Recognize how cultural contributions from various regions help to form a national identity	1g. Recognize how cultural contributions from various regions help to form a national identity	

2. (Time, Continuity, and Change) Students will demonstrate understanding of patterns of change and continuity, relationships between societies and events through time, and evaluate various interpretations of these relationships.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2a. Identify and order events that take place in a sequence		2a. Differentiate between people, places, and events in the immediate and distant past, the present, and the future			
		2b. Identify the continuities and changes that occur within people groups		2b. Identify patterns of change in society (i.e. religious rituals, governance, development of communication systems)	2b. Identify patterns of change using concepts of chronology and causality (i.e. religious rituals, governance, development of communication systems)

		2c. Know different stories about past events, people, places, or situations		2c. Know different stories about past events, people, places, or situations	2c. Know and explore various perspectives of different stories about past events, people, places, or situations
		2d. Describe the legacy of influential individuals and/or groups and what motivated them to take action		2d. Describe the legacy of influential individuals and/or groups and what motivated them to take action	2d. Describe the legacy of influential individuals and/or groups and what motivated them to take action
		2e. Explain how knowledge of stories about the past can influence how we choose to live today			2e. Explain how knowledge of stories about the past can influence how we choose to live today
		2f. Identify events on a simple timeline		2f. Identify and use primary and secondary sources for reconstructing the past	2f. Identify and use primary and secondary sources for reconstructing the past
					2g. Know that people in different times and places viewed the world differently and why held these views

3. (People, Places, and Environment) Students will demonstrate knowledge of geography and demography, how these influence and are influenced by human history, and will use this knowledge to generate possible solutions to world problems.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3a. Recognize basic location identifiers (near, far, over, right, left).	3a. Identify and use words related to the concept of location	3a. Identify and use words related to the concept of location	3a. Identify and use words related to the concept of location	3a. Develop geographic terminology vocabulary and use it in context (i.e. words to describe location, distance, direction, scale, region)	3a. Develop geographic terminology vocabulary and use it correctly in context (i.e. words to describe location, distance, direction, scale, region)
	3b. Identify Earth's geographical features (i.e. islands, mountains, plains, hills, bodies of water)	3b. Locate and distinguish among Earth's geographical features (i.e. islands, mountains, plains, hills, bodies of water)	3b. Locate and distinguish among Earth's geographical features (i.e. islands, mountains, plains, hills, bodies of water, continents) and describe how they influence human migration/settlement	3b. Locate and distinguish among geographical features (i.e. islands, mountains, plains, hills, bodies of water, continents) and describe how they influence human migration/settlement	3b. Locate and distinguish among Earth's geographical features (i.e. islands, mountains, plains, hills, bodies of water) and describe how they influence human migration/settlement
3c. Identify land and water on a map or globe	3c. Identify and use basic components of maps and globes (i.e. map key, symbols, cardinal directions)	3c. Identify and use basic components of maps and globes (i.e. map key, symbols, cardinal directions)	3c. Identify and use components of maps and globes (i.e. map key, symbols, cardinal directions)	3c. Explain and correctly use components of maps and globes (i.e. map key, symbols, cardinal directions)	3c. Explain and correctly use components of maps and globes (i.e. map key, symbols, cardinal directions)
	3d. Read and create basic maps	3d. Use maps and geographic graphs, tables, and diagrams to read and display geographic information	3d. Use geographic tools (i.e. maps, graphs, charts, tables, diagrams, photos) to generate and interpret geographic information	3d. Interpret and use appropriate geographic resources and tools (i.e. political, physical, and thematic maps; atlases; graphs; tables; statistics)	3d. Interpret and use appropriate geographic resources and tools (i.e. political, physical, and thematic maps; atlases; graphs; tables; statistics; internet; photos)

	3e. Demonstrate knowledge of the physical environment and how this affects people's lives and culture (i.e. use of resources, travel, recycling)	3e. Demonstrate knowledge of the physical environment and how this affects people's lives and culture (i.e. use of resources, travel, recycling)	3e. Demonstrate knowledge of the physical environment and how this affects people's lives and culture (i.e. use of resources, travel, recycling)	3e. Describe and explain patterns of settlement and land use which are influenced by physical features of the earth	3e. Describe and explain patterns of settlement and land use which are influenced by physical features of the earth
	3f. Describe how the physical environment changes over time	3f. Identify and describe cause and effect of environmental changes over time	3f. Identify and describe cause and effect of environmental changes over time	3f. Identify and describe cause and effect of changes in Earth's physical and human features over time	3f. Identify and describe cause and effect of changes in Earth's physical and human features over time
				3g. Define regions by their physical and human characteristics	3g. Define regions by their physical and human characteristics

4. (Society and Identity) Students will demonstrate an understanding of social systems and structures and how these influence individuals.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4a. Recognize that individual people belong to various groups	4a. Identify various groups of which individuals are a part	4a. Identify various groups of which individuals are a part	4a. Identify various groups of which individuals are a part	4a. Describe various institutions (i.e. family, church, school, clubs, government) and how they influence individuals	4a. Describe various institutions (i.e. family, church, school, clubs, government) and how they influence individuals

4b. Recognize appropriate and inappropriate social behavior	4b. Recognize appropriate and inappropriate social behavior and the impact of making choices about that behavior	4b. Recognize appropriate and inappropriate social behavior and the impact of making choices about that behavior	4b. Identify social norms and the impact of conforming to or deviating from the norms	4b. Identify social norms, realizing that these may vary between cultures, and the impact of conforming to or deviating from the norms	4b. Identify social norms, realizing that these may vary between cultures, and the impact of conforming to or deviating from the norms
4c. Identify roles individuals play in groups	4c. Identify roles and patterns of behavior that people demonstrate in group situations	4c. Identify roles and patterns of behavior that people demonstrate in group situations	4c. Identify roles and patterns of behavior that people demonstrate in group situations	4c. Identify patterns of behavior and roles played which reflect the expectations of society in groups.	4c. Identify patterns of behavior and roles played which reflect the expectations of society in groups.
		4d. Identify reasons why people live in social groups	4d. Identify reasons why people live in social groups		
				4e. Identify and describe ways that ethnicity and culture influence people's daily lives	4e. Identify and describe ways that ethnicity and culture influence people's daily lives
				4f. Identify ways various groups/cultures are similar and different in meeting needs and concerns of their members	4f. Identify ways various groups/cultures are similar and different in meeting needs and concerns of their members

5. (Governance, Civic Ideals, and Practices) Students will examine the development, functions, and forms of various systems of governance, why societies create and adopt systems of governance, and how these systems address human needs, rights, and citizen responsibilities.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5a. Identify school rules and appropriate behavior	5a. Explain the purpose for rules in home, school, and community	5a. Explain the purpose for rules in home, school, and community	5a. Explain a rule-making process and its purpose		
5b. Identify sources and purposes of authority	5b. Identify sources and explain reasons for authority and service in various settings	5b. Identify sources and explain reasons for authority and service in various settings	5b. Identify the purpose of government and ways it provides for the wants and needs of individuals and society	5b. Identify the purpose of government and ways it provides for the wants and needs of individuals and society	5b. Identify the purpose of government and ways it provides for the wants and needs of individuals and society
5c. Identify characteristics of good citizens (i.e. honesty, cooperation, respect, responsibility)	5c. Identify and apply characteristics of good citizenship in the school environment (i.e. honesty, cooperation, respect, responsibility)	5c. Identify and apply characteristics of good citizenship in the school environment (i.e. honesty, cooperation, respect, responsibility)	5c. Identify what citizenship means and ways one can be a good citizen		
	5d. Give examples of rights and responsibilities of individuals in relation to their social groups	5d. Give examples of rights and responsibilities of individuals in relation to their social groups	5d. Identify roles, rights, and responsibilities of citizens (i.e. obedience to laws, right to vote, service to the common good)	5d. Identify roles, rights, and responsibilities of citizens (i.e. obedience to laws, right to vote, service to the common good, pay taxes)	5d. Identify roles, rights, and responsibilities of citizens (i.e. obedience to laws, right to vote, service to the common good, pay taxes)

	5e. Identify roles and responsibilities of leaders in the home, school, and community	5e. Identify roles and responsibilities of leaders in the home, school, and community and the qualities the leaders need in order to meet their responsibilities			
	5f. Describe elements (i.e. mayor, chief, rules) of familiar governance systems	5f. Describe elements (i.e. mayor, chief, rules) of familiar governance systems	5f. Identify elements of local and national governance systems	5f. Identify elements of national governance systems	5f. Identify elements of various governance systems (i.e. monarchy, democracy, dictatorship)
			5f. Explain the organization and major responsibilities of various levels of government	5f. Explain the organization and major responsibilities of various levels of government	5f. Explain the organization and major responsibilities of various levels of government
					5g. Identify and describe means by which citizens can monitor and influence actions of their government
					5h. Identify issues involving rights, roles, and/or status of individuals
5i. Identify symbols of countries.					

6. (Production, Distribution, and Consumption) Students will demonstrate knowledge of fundamental economic concepts and economic systems and the ways in which economies are shaped by geographic and human factors and will apply this knowledge to develop possible solutions to economic problems.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6a. Begin to distinguish between needs and wants	6a. Distinguish between needs and wants				
6b. Identify ways wants and needs are met	6b. Identify ways wants and needs are met and why people make choices about how to satisfy needs and wants		6b. Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services	6b. Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services	6b. Explain and compare ways in which people satisfy their basic needs and wants
6c. Identify community workers	6c. Identify community businesses and workers and the goods and services they provide		6c. Identify and distinguish between natural and human resources and how they are used in society	6c. Identify and distinguish between natural, human, and capital resources and how they contribute to the economy	
6d. Recognize differences between goods and services and begin to identify ways they can be exchanged.	6d. Distinguish between goods and services and identify ways they can be exchanged		6d. Distinguish between goods and services and identify ways they can be exchanged, including international trade	6d. Define and identify imports and exports and determine their importance to a society	6d. Define and identify imports and exports and determine their importance to a society
	6e. Describe how we depend upon workers with specialized jobs				

	6f. Describe the impact resources have on our daily lives		6f. Identify ways supply and demand affect individuals' economic choices (i.e. how scarcity forces people to decide which goods to obtain)		
				6g. Explain relationships between the locations of resources and patterns of population distribution	6g. Explain relationships between the locations of resources and patterns of population distribution
				6h. Identify economic causes for human migration	6h. Identify economic causes for human migration
					6j. Describe how changes in transportation and communication have affected trade and economic activities
					6k. Identify changes in the division of labor from hunting and gathering societies to farming communities to urban societies

7. (Science, Technology, and Society) Students will demonstrate knowledge of how societies have influenced and been influenced by scientific and technological developments over time.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	7a. Differentiate between a tool and a technique	7a. Differentiate between a tool and a technique			7a. Differentiate between scientific and technological advances
7b. Identify tools used in contemporary life	7b. Identify tools and techniques used in contemporary life	7b. Identify tools and techniques used in contemporary life	7b. Identify tools and techniques used in contemporary life and ways they make tasks easier	7b. Identify tools and techniques used in contemporary life and ways they make tasks easier	
	7c. Give examples of how tools have changed the lives of people	7c. Give examples of how tools and techniques have changed the lives of people	7c. Identify ways that tools and techniques can have both positive and negative effects	7c. Identify ways that tools and techniques can have both positive and negative effects	7c. Identify ways that tools and techniques can have both positive and negative effects
					7d. Identify instances in which the growth of scientific and technological knowledge influenced changes in values, beliefs, and/or attitudes

8. (Connections and Conflict) Students will demonstrate understanding of causes and effects of interaction among individuals, groups, and societies, including trade, war, and diplomacy.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8a. Give examples of cooperation and conflict among individuals	8a. Give examples of cooperation and conflict among individuals	8a. Give examples of cooperation and conflict among individuals and groups	8a. Give examples of cooperation and conflict that occur in societies	8a. Give examples of cooperation and conflict that occur in societies	8a. Give examples of cooperation and conflict that occur among societies
8b. Identify and describe factors that contribute to cooperation and factors that may cause conflict	8b. Identify and describe factors that contribute to cooperation and factors that may cause conflict	8b. Identify and describe factors that contribute to cooperation and factors that may cause conflict	8b. Identify and describe factors that contribute to cooperation and factors that may cause conflict	8b. Identify and describe factors that contribute to cooperation and factors that may cause conflict (i.e. environment, belief systems, economics, land, ethnicity, culture)	8b. Identify and describe factors that contribute to cooperation and factors that may cause conflict (i.e. environment, belief systems, economics, land, ethnicity, culture)
	8c. Understand that some ways of dealing with conflict work better than others and that people not involved in the conflict may be able to help solve the problem	8c. Explain that some ways of dealing with conflict work better than others and that people not involved in the conflict may be able to help solve the problem			
	8d. Identify ways that cultural elements (i.e. language, music, art) may facilitate global understanding		8d. Identify ways that cultural elements (i.e. language, music, art) may facilitate global understanding	8d. Identify ways that cultural elements (i.e. language, music, art) may facilitate global understanding	8d. Identify ways that cultural elements (i.e. language, music, art) may facilitate global understanding

				8e. Identify the major ways groups, societies, and nations interact with one another (i.e. trade, cultural exchange, international organizations)	8e. Identify the major ways groups, societies, and nations interact with one another (i.e. trade, cultural exchange, international organizations)
					8f. Describe how the pursuit and satisfaction of needs and wants has implications beyond self i.e. impact on environment, conflict with others,