

Social Studies Standards Kindergarten

1. Describe where you live.

- A. Know where you live.
- B. Know what it is like where you live (rural or urban.)

2. Know things in your life which could change.

- A. Know that families move.
- B. Know that families change in size and how they live.
- C. Know that parents have to work so you can have food, clothing and shelter.

3. Understand that other people/cultures/nationalities may live differently than you.

- A. Know how classmates live.
- B. Know how people live and work in other places (urban, rural.)
- C. Know about life in other places in the United States and what is important to them.
- D. Know about life in other places in the world and what is important to them.
- E. Know how others lived in the past and what was important to them.

4. Understand and show respect and responsibility.

- A. Establish rules and consequences in school, home and community.
- B. Know and apply common rules of courtesy.

5. Know important days and symbols of our country.

- A. Know that the American Flag is an important symbol of the USA.
- B. Introduce the Pledge of Allegiance.

Social Studies Standards

First Grade

- 1. Compare and contrast family similarities and differences.**
 - A. Know what defines a family.
 - B. List responsibilities of family members.
 - C. Distinguish between needs and wants.
 - D. Know what occupations people have.
 - E. Compare and contrast how global families meet basic needs and responsibilities.

- 2. Understand features of a map/globe.**
 - A. Use a compass rose to locate directions.
 - B. Use a map key to interpret information.
 - C. Locate home state on a map.
 - D. Introduce the four oceans and seven continents.
 - E. Know what it is like where you live (climate and land forms.)

- 3. Develop an understanding of Patriotism.**
 - A. Recite the Pledge of Allegiance.
 - B. Recognize patriotic symbols.
 - C. Introduce famous Americans.

Social Studies Standards

Second Grade

- 1. Understand how a neighborhood is part of a community.**
 - A. Know characteristics of a neighborhood
 - B. Know about the groups and organizations in the neighborhood/community.
 - C. Know how the neighborhood/community is constantly changing.
 - D. Know that members of a community have needs and wants.

- 2. Understand how local, state and national governments work.**
 - A. Identify local governmental leaders and their roles.
 - B. Identify state governmental leaders and their roles.
 - C. Identify national governmental leaders and their roles.
 - D. Describe how leaders are chosen. (vote, appointment)

- 3. Understand the responsibilities of being a good citizen.**
 - A. Be able to cooperate for the good of all.
 - B. Be able to respect the rights and property of others.
 - C. Be able to care for the neighborhood.
 - D. Be able to care for the neighborhood/community (environmentally and ecologically.)
 - E. Identify natural resources and ways to care for them.

- 4. Understand basic map skills.**
 - A. Identify landforms and water forms.
 - B. Be able to read and use a map key.
 - C. Be able to locate four cardinal directions using a compass rose.
 - D. Be able to locate the seven continents and four oceans.

- 5. Understand customs and cultures throughout the world.**
 - A. Know about customs and cultures.
 - B. Identify religious customs and cultures.
 - C. Identify and create awareness of local customs and cultures.

- 6. Understand the meaning of some national holidays and symbols.**
 - A. Identify patriotic symbols/holidays including, but not limited to, the flag, Statue of Liberty, White House, eagle and national anthem.
 - B. Know the reason for celebrating Independence Day and other national holidays.
 - C. Know some famous Americans.

- 7. Understand how to work, play and travel in a neighborhood/community.**
 - A. Identify the ways people earn a living in the neighborhood/community. (producers, consumers)
 - B. Identify recreational choices in the neighborhood/community.
 - C. Identify forms of transportation.
 - D. Identify the importance of money. (save, spend)

Social Studies Standards

Third Grade

- 1. Understand what makes up a community.**
 - A. Know what a community is and what is included in it.
 - B. Know how a community is governed.
 - C. Know the importance of goods and services in a community.
 - D. Know about the history of your community.

- 2. Understand the geography of the community.**
 - A. Be able to read and make maps of a community.
 - B. Know how a community relates to a state and country.
 - C. Know how a community is affected by its geographical location.
 - D. Possess a mental map of the seven continents and four oceans.

- 3. Understand how to be a part of a community.**
 - A. Know how to travel throughout a community (transportation.)
 - B. Know the importance of the rules (laws and expectations) of a community and be able to follow the rules of your community.

- 4. Compare and contrast the similarities and differences of communities throughout the world.**
 - A. Be able to relate rural, urban and suburban communities.
 - B. Be able to relate your community to communities throughout the state.
 - C. Be able to relate your community to communities throughout the United States.
 - D. Be able to relate your community to communities in other countries.
 - E. Know how communities in history were similar and different from communities today.

- 5. Understand the responsibilities and benefits of living in a community.**
 - A. Be able to follow the rules (laws and expectations) of a community.
 - B. Be able to respect the rights and property of others.
 - C. Be able to participate in a community to make a difference (volunteer, cooperate, do your share.)

Social Studies Standards

Fourth Grade

- 1. Possess a visual sense of our country and world.**
 - A. Be able to use a globe to clarify your knowledge of the earth (hemisphere, latitude, longitude.)
 - B. Be able to use charts and maps to show land and water forms (continents, oceans.)
 - C. Be able to use charts and maps to show different regions of the world (deserts, plains, forests and mountains.)
 - D. Be able to use charts and maps which show key information such as population, resources, climate and vegetation.)
 - E. Be able to use map legends effectively (key, scale, directions and symbols.)
 - F. Describe the geography of Minnesota.

- 2. Understand how living in a geographical region affects how people live.**
 - A. Know how regional differences (climate, natural resources, etc.) affect the way people live.
 - B. Know how people and the environment interact.
 - C. Be able to compare life in various parts of the world with your own.
 - D. Know how people are dependent on one another for goods and services.
 - E. Know how our production of goods and services and consumption patterns affect the environment.

- 3. Understand the importance of citizenship and government in our world.**
 - A. Be able to demonstrate the understanding of government and individual responsibility.
 - B. Be aware of other government structures.

- 4. Understand how history has affected the people in our country.**
 - A. Know the beginnings of how our country was formed.
 - B. Know some "key" people that have shaped our country's history.
 - C. Know that the United States is made of 50 states.
 - D. Be aware of states and capitals and where they are located.

Social Studies Standards

Fifth Grade

- 1. Understand key influences in United States history and how they shaped our lives today.**
 - A. Know key people and events throughout United States history.
 - B. Know key discoveries and inventions throughout United States history.
 - C. Know current and past cultures of the United States with emphasis on Native Americans.
 - D. Be able to describe key influences from the perspectives in which they occurred.
 - E. Be able to relate key influences to your life.
 - F. Be able to state and support opinions regarding key events, people, inventions and discoveries.

- 2. Possess a mental timeline of key influences on United States history.**
 - A. Be able to place key influences on a timeline.
 - B. Possess a logical sense of what life was like when key influences occurred.
 - C. Know causes and effects of key influences.

- 3. Be able to use visual skills to help you understand United States history.**
 - A. Be able to use charts and maps which show key information such as population, resources, movement and battles.
 - B. Be able to create charts and maps to depict change over time.
 - C. Be able to relate charts and maps to your life.
 - D. Know how and why the geography of the United States has changed through history.

Social Studies Standards Sixth Grade

World History

- 1. Understand key influences which shaped the world.**
 - A. Know what makes up numerous cultures.
 - B. Know about the daily life of people at various points in world history.
 - C. Know about key people, events, inventions and discoveries in the world, including motivation and impact.
 - D. Know importance of world religions and know differences and similarities of world religions.

- 2. Possess a mental timeline of world history.**
 - A. Know how to place key influences on a timeline.
 - B. Possess a logical sense of the way of life when key influences occurred.
 - C. Know causes and effects of key influences.

- 3. Possess a mental map of the world.**
 - A. Be able to interpret maps and charts of the world.
 - B. Be able to make charts/maps to show information (such as population, resources, movement and battles.)
 - C. Be able to interpret charts and maps that depict change over time.

- 4. Investigate global issues and their local, national and world impact.**
 - A. Know how global issues impact personal daily lives.
 - B. Develop social consciousness in relationship to our Catholic faith.

State History

- 5. Understand key influences which shaped and still shape your state.**
 - A. Know about cultures throughout history in Minnesota.
 - B. Know about the daily life of people in history in Minnesota.
 - C. Know about key people, events, inventions and discoveries in Minnesota, including motivation and impact.
 - D. Know significant aspects of state and local government.

- 6. Possess a mental timeline of history in your state.**
 - A. Know how to place key influences on a timeline.
 - B. Possess a logical sense of the way of life when key influences occurred.
 - C. Know causes and effects of key influences.

- 7. Possess a mental map of the world.**
 - A. Be able to interpret maps and charts of your state in relation to the world.
 - B. Be able to make charts/maps to show information (such as population, resources, movement and battles.)
 - C. Be able to interpret charts and maps that depict change over time.
 - D. Be able to relate charts and map to your life.