

K-5 Social Studies Standards/Benchmarks/Grade Level Expectations (GLE)

Updated 1/18/10

Standard 1: Demonstrate an understanding of culture and cultural diversity.					
Interval Benchmark 1: Explore and describe similarities and differences in people.			Interval Benchmark 1: Understand ways in which different cultures think about and deal with their environment and social conditions.		
Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Defines terms ‘alike’ and ‘different’.	a.	a. Observes relationships between self and others.	a.	a. Compares and contrasts the views of Native Americans toward their physical and social environment with those of early settlers.	a. Identifies factors that have conveyed culture throughout history, especially those that impacted the development of the United States.
b. Recognizes and discusses likenesses and differences.	b.	b. Recognizes and is sensitive to cultural differences.	b.	b.	b. Discusses contributions to the political structure of American government, mathematical knowledge, and space from Native groups.
c. Identifies attributes of an object or person.	c.	c.	c.	c.	c.
d. Forms groups and explain rationale for grouping.	d.	d.	d.	d.	d.
e. Makes comparisons using graphs and charts.	e.	e.	e.	e.	e.
f. Expands own sense of gender, race, ethnicity, languages, and physical ability; models ways of dealing with teasing/rejection from others.	f.	f.	f.	f.	f.
Interval Benchmark 2: Recognize diversity of people and their roles.			Interval Benchmark 2: Understand ways cultural diversity has impacted us.		
Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Expresses similarities and differences among students’ peers.	a. Discusses the roles, needs, and responsibilities of self and family members.	a.	a.	a. Examines the immigrant groups in Iowa and explains their impact on the state.	a. Analyzes how the cultures of England, Spain, and France were all reflected in the colonization of the Americas.

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b. Identifies group memberships (e.g. family, ethnic, sport/activity, religion)	b. Shows diverse family units.	b.	b.	b. Discusses significant Iowans and their diverse backgrounds.	b. Identifies reasons for colonization.
c. Recognizes and accepts the differences in families' characteristics.	c. Examines the relationships between oneself and a group (family, school, sports teams, scouts, church groups).	c.	c.	c.	c. Describes how colonization affected Native Americans.
d. Becomes aware of differences in community members.	d. Recognizes that each family is unique.	d.	d.	d.	d. Describes life in the early colonies of the French, Spanish, and English.
e. Shows respect and empathy for others different from oneself.	e. Recognizes that families in all cultures share similar feelings.	e.	e.	e.	e. Compares and contrasts New England, Middle, and Southern Colonies.
f. Makes comparisons about correct and incorrect beliefs about various groups. (e.g. girls can't play football)	f. Compares and contrasts activities different families do.	f.	f.	f.	f.

Standard 2: Identify continuity and change in the development of society.

Interval Benchmark 1: Establish a sense of order and time through sequencing.

Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Sequences a series of objects, events, progressions, or activities.	a. Relates experiences in chronological order.	a.	a.	a. Completes a timeline of major events in Iowa's history.	a.
b. Identifies vocabulary associated with sequencing.	b. Recognizes one's place in time (yesterday, now, today, tomorrow).	b.	b.	b. Identifies people and events associated with Iowa heritage.	b.
c. Recognizes examples of cause and effect relationships	c.	c.	c.	c. Describes an important event in Iowa's history (e.g. first settlers, Black Hawk War, statehood, Flood of '93) in terms of its cause/s and effect/s.	c.

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Interval Benchmark 2: Recognize that change occurs in daily life as well as over time.

Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Describes changes that occur daily in school and family schedules, interests and sports activities, weather, and world events.	a. Describes ways in which people grow and change.	a. Compares and contrasts present experiences to Pioneer Life of the 1800s.	a. Uses correct vocabulary associated with time such as past, present, future, and long ago.	a.	a.
b. Identifies vocabulary associated with time and change (past, long ago, yesterday, present, future, tomorrow).	b. Contrasts old and new photographs of a family and describe how the family has changed.	b. Describes neighborhoods long ago in relation to communication, transportation, school, jobs, recreation.	b. Explains the reasons immigrants came to the community, what their lives were like, and their experiences of adjustments.	b.	b.
c. Discusses patterns of growth as changes that have occurred in their lives.	c. Identifies ways in which families change.	c. Recognizes that all Americans immigrated to the U.S. from other lands with the exception of the Native Americans.	c. Explain the differences between the lives of community members today and their lives 100 or more years ago.	c.	c.
d. Relates stories of past family/school events.	d.	d.	d. Explain examples of cause and effect relationships.	d.	d.
e. Begins to organize and present information with teacher assistance through the use of daily schedule visuals, plan/do review and story webs.	e.	e.	e. Compares and contrasts history of a community with present day.	e.	e.
f.	f.	f.	f. Interpret and develop simple timelines.	f.	f.

Interval Benchmark 3: Understand that people view and describe their physical environment and the social conditions differently.

Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Discusses ways people can describe a situation/event (tell about it, draw it, use pictures)	a.	a.	a.	a. Compares the views of early Midwestern cultures toward their physical and social environment with those of Iowans today.	a. Compares the impact various events have had on America's citizens: Revolutionary War, Westward Expansion, Civil War.

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b. Identifies points of view in describing a situation/event.	b.	b.	b.	b.	b.
c. Discusses how people can have differing points of view about the same situation.	c.	c.	c.	c.	c.
d. Identifies causes of a specific happening and potential choices of action.	d.	d.	d.	d.	d.

Standard 3: Analyze the interactions of people, places, and environments.

Interval Benchmark 1: Recognize that people live in different places and environments.	Interval Benchmark 1: Understands where explorers and colonists were located in the New World and the routes they traveled.
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Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Describes the area where student lives: neighborhood, town.	a. Describes different ways in which families meet their needs for food and clothing.	a.	a.	a.	a. Identifies the location of those who colonized the Americas, including French, Spanish, and English.
b. Describes areas/places where visited.	b. Describes a variety of housing and clothing choices used by people around the world.	b.	b.	b.	b.
c. Discusses place/services located within the neighborhood and town: vet, schools, parks, aquatic center, downtown shopping, grocery stores.	c. Examines how the environment affects people's choices of food, housing, and clothing.	c.	c.	c.	c.
d. Determines that people live in various parts of the world.	d. Examines how seasons, climate, and weather affect our decisions.	d.	d.	d.	d.

Interval Benchmark 2: Recognize that our community and world can be represented in various ways.	Interval Benchmark 2: Demonstrate understanding of relative location, direction, size, and shape using maps, globes, and pictures.
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Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Observes that graphs are a way to record and	a. Defines a map as a picture of a place.	a. Defines a map as a picture of a place.	a. Uses maps, globes, and pictures to describe	a. Identifies longitude and latitude lines.	a. Identifies the changing size of the United States over time

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interpret information.			location, direction, size, and shape.		and discusses how natural landmarks defined its borders at various times between the Colonial era and the Civil War.
b. Observes and participates in the construction of class graphs and interprets and discusses graphs.	b. Interprets symbols to read a simple map.	b. Compares differences and similarities of maps/globes.	b. Uses cardinal directions.	b. Uses longitude and latitude lines to locate various countries around the world.	b. Identifies the regions, states, and capitals of the United States.
c.	c. Identifies the four cardinal directions.	c. Uses geographic terms to describe landforms and bodies of water.	c. Locates and uses compass rose.	c. Uses a variety of maps, globes, and atlases to answer geography questions.	c.
d.	d. Locates Iowa on a map.	d. Uses appropriate vocabulary when working with maps and globes (i.e. symbol, key, cardinal directions, compass rose.	d. Locates and uses map key.	d. Identifies important elements of maps and globes (i.e. hemispheres, title, legend, cardinal and intermediate directions, scale, grid)	d.
e.	e.	e. Identifies purpose of and use of maps and globes.	e. Identifies various landforms and geographic features, including mountains, plateaus, islands, oceans, lakes, plains, valleys, gulfs, and peninsulas.	e. Uses a variety of maps to locate countries, states, and cities.	e.
f.	f.	f. Develops awareness of cardinal directions on maps and globes.	f. Compares and contrasts landforms and geographic features in Denison with those in other communities.	f. Recognizes important landforms (e.g. peninsula, cape, bay, gulf, plateau, canyon, island, continent, plain, mountain).	f.
		g. Interprets and uses symbols and cardinal directions on various maps, globes, and other graphic representations.		g. Examines the effect of scale on a map or globe.	
		h. Identifies various landforms, continents/oceans.		h. Locates and uses compass rose.	

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		i. Recognizes an atlas as a book of maps.		i. Locates and uses map key.	
Standard 4: Demonstrate an understanding of the factors that shape individual development and identity.					
Interval Benchmark 1: Describe personal changes over time.			Interval Benchmark 1: Understand how various elements (culture, groups, institutions, and events) influence individual’s daily lives and personal history.		
Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Recalls how he/she has changed since being a baby.	a. Describe personal changes over time based on physical growth and personal interests.	a.	a.	a. Describes the influences that have brought students’ families to Iowa.	a. Analyzes the impact of immigration and migration on personal identity during the Westward Expansion.
b. Names personal interests, capabilities, and skills.	b. Explore family traditions.	b.	b.	b. Compare family structures.	b.
c. Recognizes how abilities have changed, and the similarities and differences among peers.	c.	c.	c.	c.	c.
Interval Benchmark 2: Describe the characteristics of one’s family.					
Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Draws a picture of his/her family.	a. Compares and contrasts traditions of two different families (e.g. holidays, birthdays)	a.	a.	a.	a.
b. Identifies family members.	b.	b.	b.	b.	b.
c. Describes activities and preferences of family.	c.	c.	c.	c.	c.
d. Lists roles and responsibilities in the family.	d.	d.	d.	d.	d.
e. Discusses how family helps and supports each other.	e.	e.	e.	e.	e.

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Interval Benchmark 3: Understand that people learn, grow, and change based on interactions with others.					
Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Exhibit appropriate social behaviors.	a. Identify people and organizations that influence one's daily life and personal choices.	a.	a.	a.	a.
b. Observes, processes, and practices cooperative group behaviors.	b.	b.	b.	b.	b.

Standard 5: Analyze the interactions among individuals, groups, and institutions.

Interval Benchmark 1: Describe how groups help us grow and change.			Interval Benchmark 1: Explain how schools, clubs, and other groups work to meet individual needs and promote the common good.		
Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Interacts with people in the school and community.	a. Defines groups and institutions.	a.	a. Examines the ways institutions in our community meet the needs of the people in our community.	a. Identifies the influence of government on current affairs.	a. Determines what is the most beneficial way to bring about change in a culture.
b. Identifies their roles and responsibilities in the groups to which they belong.	b. Identifies examples of groups and institutions and their purposes.	b.	b.	b.	b. Discusses how groups can promote and prevent furthering the common good.
c. Identifies how these groups help and support them.	c. Describes the interactions of people with groups and instructions.	c.	c.	c.	c.
d. Identifies how these groups help and support others.	d.	d.	d.	d.	d.

Standard 6: Evaluate how people create and change structures of power, authority, and governance.

Interval Benchmark 1: Recognize the rights and responsibilities of the individual in relation to his/her social group, such as family group, peer group, school class, and community.

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Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Discusses why rules are needed in groups (family, school, community, country)	a. Explains why rules are necessary.	a. Discusses the rights, roles, and responsibilities of the individual as they relate to the school.	a. Identifies the roles in Denison’s government	a.	a. Identifies the roles of the branches of the Federal Government.
b. Discusses the process for making rules in the classroom.	b. Recognizes that families have rules to help the family function.	b. Discusses the consequences of not obeying rules and laws.	b.	b.	b. Describes how conflict and cooperation arise and are addressed by government.
c. Helps create classroom rules.	c. Identifies some rules a family may have.	c. Recognizes and demonstrates that schools have rules and policies.	c.	c.	c.
d. Identifies and describes factors that contribute to cooperation in groups.	d. Recognizes the importance of classroom, school, and game rules.	d.	d.	d.	d.
e. Explores natural and developing sense of fairness.	e. Identifies different rules for different situations (e.g. riding in a car, riding on the bus, riding on a bike)	e.	e.	e.	e.
f. Distinguishes between fact and fiction.	f. Recognizes that laws are rules that all the people in our country must follow.	f.	f.	f.	f.
Interval Benchmark 2: Understand what it means to be a leader and why leaders are needed.			Interval Benchmark 2: Understand the purpose and function of government.		
Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Names authorities that relate to them: parent, teacher, principal, coach, police officer.	a. Name the president of the United States.	a. Names the current and first presidents of the United States.	a. Identifies the roles and structure of Denison’s government.	a. Examines arguments given for and against Iowa becoming a state.	a.
b. Names the ways they can help leaders (listen, follow directions, help others)	b. Recognizes that voting is the way we select elected leaders.	b. Realizes the president lives in the White House.	b. Identify jobs within a city.	b. Examines the process toward statehood for Iowa.	b.
c. Recognizes that the leader of the United States is called the president.	c. Recognizes that there are leaders who work to make laws fair for all people.	c.	c. Compare and contrast Denison with other United States communities.	c. Compares the structure of state and national government.	c.
d.	d.	d.	d. Explain how the services provided by different communities meet the	d. Recognizes the roles of the judicial, legislative, and executive branches of state	d.

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			needs of the individual residents.	government and national government.	
e.	e.	e.	e. Define the roles of the Mayor and City Council.	e. Identifies the governor and how the governor is elected.	e.
f.	f.	f.	f. Define and utilize government terminology.	f.	f.

Standard 7: Analyze how people organize for the production, distribution, and consumption of goods and services.

Interval Benchmark 1: Recognize that people work at various jobs to earn money.	Interval Benchmark 1: Understand the role of supply and demand in determining historical economies.
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Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Names jobs that various people have.	a. Recognizes that people obtain money by working.	a.	a.	a.	a. Explains the growth of slavery as an effect of the cotton gin and the supply and demand for cotton.
b. Identifies how these jobs are important to the community.	b. Recognizes that people use money to buy most of their needs and wants.	b.	b.	b.	b.
c. Connects how current learning relates to future jobs.	c. Recognizes that there are different types of jobs.	c.	c.	c.	c.
d. Recognizes special training that is needed for certain jobs.	d. Connects how current learnings relate to future jobs.	d.	d.	d.	d.

Interval Benchmark 2: Recognize basic needs for all people.	Interval Benchmark 2: Understand the concepts of goods and services and how they are impacted by geography and natural resources.
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Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a.	a. Identifies food, clothing, shelter, and love and care as needs for all people throughout the world.	a.	a. Explains that ‘goods’ are things that people make or grow that can satisfy people’s needs and wants.	a. Explains the effects geography and natural resources have on Iowa’s economy.	a. Identifies historical regional economic strengths and how these contributed to the growth and development of sections of the United States.
b.	b. Distinguishes between wants and needs.	b.	b. Explains that ‘services’ are jobs people perform	b. Identifies significant resources, landforms, and	b.

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			that can satisfy people's needs and wants.	climate of Iowa and its their effect on the economy.	
c.	c. Recognizes that needs must take priority over wants.	c.	c. Explains that some goods and services are provided by the government (e.g. schools, parks, police, fire department).	c.	c.
d.	d.	d.	d. Identifies jobs within a city.	d.	d.
e.	e.	e.	e. Discusses the use of taxes to pay for government goods and services.	e.	e.

Standard 8: Understand the connections among science, technology, and society.

Interval Benchmark 1: Recognize that our lives are affected by the world around us, specifically science and technology.

Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Recognizes the benefits of recycling and conserving resources.	a. Discusses how technology has affected one's family.	a. Identifies the effect of science and technology on communication, transportation, school, jobs, and recreation.	a. Explains scientific and technological changes that have affected transportation.	a. Examines how new knowledge and technology have impacted agriculture in Iowa.	a. Discusses how past inventions and scientific discoveries have impacted particular time periods.
b.	b. Recognizes that science and technology are always changing.	b. Compares and contrasts science and technology to the present and Pioneer Life in the 1800s.	b.	b. Compares and contrasts attitudes and laws related to farming, pollution, and plant and animal life in the past with those of today.	b. Identifies advances in transportation, manufacturing, and weaponry.
c.	c. Identifies recent inventions.	c.	c.	c.	c.
d.	d.	d.	d.	d.	d.

Standard 9: Analyze global connections and interdependence.

Interval Benchmark 1: Explores commonalities between ourselves and our country and the world around us.

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a. Shows respect for others.	a. Names some problems our country faces (e.g. pollution, poverty, certain animals' extinction).	a. Describes how humans make positive and negative changes in the physical environment.	a.	a. Discusses the causes of endangerment of plants and animals and ways that people can work together to protect the environment.	a. Describes how America is connected to the rest of the world economically.
b. Demonstrates fair treatment of others.	b. Discusses current events.	b.	b.	b. Identifies a current international conflict and its cause/s, and discusses possible solutions.	b. Determines the impact world trade has had upon the United States over time.
c. Discusses current events.	c.	c.	c.	c.	c.
d. Identifies ways to impact the world around us.	d.	d.	d.	d.	d.
		e.			

Interval Benchmark 2: Explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding.

Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a.	a. Explores family traditions.	a.	a.	a.	a.
b.	b. Compares and contrasts the traditions of two different families.	b.	b.	b.	b.

Standard 10: Apply ideals, principles, and practices of citizenship in a democracy.

Interval Benchmark 1: Understand the responsibilities of citizenship.

Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Describes responsibilities as a citizen of our school.	a. Practices good citizenship with the Purple Hands Pledge at the core.	a. Identify and discuss the the American flag, bald eagle, Liberty Bell, Statue of Liberty, and the White House as patriotic symbols of the USA.	a. Practices good citizenship with the Purple Hands Pledge at the core.	a. Examines ways all people living in Iowa can and should participate in government and society.	a. Defines ways citizens can impact society.

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b. Abides by rules of classroom.	b. Recognizes that following rules is practicing good citizenship.	b. Recognizes schools have rules and policies.	b. Explain why rules are necessary at school.	b.	b.
c. Recognizes important symbols of our county: the flag, Statue of Liberty.	c. Follows simple recycling rules.	c. Practices good citizenship with the Purple Hands Pledge at the core.	c. Explains the rules followed in our community.	c.	c.
d. Understands that Americans express opinions through voting.	d. Demonstrates ways to help others.	d. Recognizes the duties of a classroom citizen.	d.	d.	d.
e. Recognizes that we influence others by what we say and do.	e. Recognize George Washington and Abraham Lincoln as former presidents.	e. Describes what a citizen is.			
f. Identify contributions made by famous Americans: George Washington, Martin Luther King, Abraham Lincoln.	f.	f. Recognizes our flag has 50 stars and 13 stripes.			