

Great Falls Public Schools - Social Studies

CS2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

K	1	2	3	BI
I	I	P	P	CA, SS
2.1 Students will explain the purpose of family and classroom rules.	2.1 Students will explain the purpose of family and classroom rules.	2.1 Students will explain the purpose of family and classroom rules.	2.1 Students will be able to explain the purpose of government. Students will be able to identify the levels of government (local, state, national). Students will be able to prove that all entities need a leader.	
I	I	P	P	CA, SS
N/A	N/A	N/A	2.2 Students will be able to recognize local, state, tribal, and federal government leadership.	
	I	P	P	SS
2.3 Students understand responsibility of class helpers.	2.3 Students understand concept of responsibility in a community.	2.3 Students understand concept of school leaders.	2.3 Students will identify the major responsibilities of community government.	

Scope/Sequence Definitions:

I = Introduction
 P = Practice
 M = Mastery
 X = Incorporated indirectly within lessons

Benchmark Integration

CA = Communication Arts	ART
SS = Social Studies	HE - Health Enhancement
LB = Library	CO - Counseling
SC = Science	MATH

CS2: Students analyze how people create and change structures of power, authority, and governance to understand

the operation of government and to demonstrate civic responsibility.

1	1	2	3	BI
I	I/P	P	M	SS
2.4 Students will be able to identify basic safety rules and procedures on the playground, at home, and in the classroom.	2.4 Students will be able to identify basic safety rules and procedures on the playground, at home, and in the classroom.	2.4 Students will explain how police, fire and other departments establish order and security in a community.	2.4 Students will explain how the various cities provide for needs and wants of people . Students will identify ways people in city government establish and maintain order.	
I	P	M	M	SS, CO
2.5 Students will be able to make responsible choices. Students will be able to follow school and classroom rules and procedures.	2.5 Students will be able to make responsible choices. Students will be able to follow school and classroom rules and procedures.	2.5 Students will be able to identify basic safety rules and procedures and make responsible choices on the playground, in the classroom, and at home. Students will be able to make responsible choices.	2.5 Students will demonstrate responsibilities to family, peers and the community through service and leadership, Students will be able to identify an individual's rights and responsibilities in a community.	

CS3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

K	1	2	3	BI
I	I	P	P	Math, SS, LB, CA
<p>3.1 Students will be able to show an awareness of other cultures and religions through books, photographs and classroom discussion.</p> <p>Time, Scholastic, Weekly Reader, etc.</p>	<p>3.1 Students will be able to identify other neighbors on the North American Continent (Mexico and Canada).</p>	<p>3.1 Students will be able to identify and use various representations of the earth using maps, globes, photos, and charts.</p>	<p>3.1 Students will be able to utilize various maps (including road maps), atlases, globes as representations of the earth.</p>	
I	I/P	P	P	CA, SS, SC
<p>3.2 Students will be able to show an awareness that a map and a globe are representations of the earth.</p>	<p>3.2 Students will be able to show an awareness that a map and a globe are representations of the earth.</p> <p>Students will be able to identify their city & state on a map.</p> <p>Students will become aware of cardinal directions.</p>	<p>3.2 Students will be able to recognize continents, oceans, borders, map keys and symbols on maps or globes.</p> <p>Students will be able to identify and locate their city, state, state capital, and their country.</p>	<p>3.2 Students will be able to locate and name continents, mountains, rivers, oceans, lakes on maps and globes.</p>	

CS3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

K	1	2	3	BI
I	P	P	P	SS
3.3 Students will be able to read simple maps of the classroom and school.	3.3 Students will be able to read simple maps of the classroom and school.	3.3 Students will be able to design a simple map. (e.g. classroom, playground, bedroom) Students will be able to distinguish between natural and man-made resources.	3.3 Students will be able to explain how physical environment affects the land use, location, and development of a community. Students will be able to determine how location affects choice of food, clothing, and shelter. Students will be able to describe the various ways in which people interacted with their physical environment in the past. Colonization	
		I/P	P	SS
N/A	N/A	3.4 Students will be aware of human movement and settlement	3.4 Students will be able to describe human movement and settlement in the Americas. Students will be able to describe how human movement and settlement is affected by landforms and physical features. Students will be aware of the ways in which physical environment determines use of land, location of communities, and methods of construction.	

CS3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

K	1	2	3	BI
I	I	P	P	Math, LB, CA, SC, SS
3.5 Students will be able to recognize simple maps. Implementation: Pertaining to family members, personal characteristics	3.5 Students will be aware of multiple geographic resources.	3.5 Students will be able to utilize multiple geographic resources to gather information.	3.5 Students will be able to utilize multiple resources to gather and interpret information.	
I/P	P	P	P	SC, SS, Math
3.6 Students will be able to identify the 4 seasons and weather associated with each. Students will be able to identify clothing needs for each season. Students will be able to identify activities related to each season.	3.6 Students will be able to identify the 4 seasons and weather associated with each. Students will be able to identify clothing needs for each season. Students will be able to identify activities related to each season	3.6 Students will have an awareness of how physical changes in location, place or environment affect the lives of them and their families.	3.6 Students will predict how physical environment and climate change affect a community. Students will be able to identify physical system changes throughout the world and how those changes affect the citizens of those communities. Students will be able to describe and compare the ways in which people in different communities interact with their environment.	
I	P	P	M	SS, SC, CA
3.7 Students will have an awareness of basic human needs.	3.7 Students will have an awareness of basic human needs.	3.7 Students will have an awareness of how natural resources are an important part of their environment. Students will be able to determine how location affects choice of food, clothing, and shelter.	3.7 Students will compare and contrast how people in various regions live, work, and play in their physical environment.	

CS4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

K	1	2	3	BI
I	P	P	M	CA, SS, LB, SC, ART, MUSIC
4.1 Students will demonstrate an awareness of their role in the family.	4.1 Students will demonstrate an awareness of their role in the family. family artifacts, bio-bags, and photographs.	4.1 Students will demonstrate awareness of the effect that family history has on their lives.	4.1 Students will be able to utilize various sources of information to gather information about and understand the process of community development.	
I	I	P	M	CA, MATH, SS, SC
4.2 Students will use personal experiences to select, organize, and sequence family history.	4.2 Students will use personal experiences to select, organize, and sequence family history.	4.2 Students will use a timeline to select, organize, and sequence information.	4.2 Students will use a timeline to organize and sequence colonization of the Americas (Native Americans to Revolutionary War)	
I	P	P	M,P	CA, SS, SC, ART, MUSIC, LB
4.3 Students will be able to recognize important figures in past and present.	4.3 Students will be able to recognize important figures in past and present.	4.3 Students will demonstrate an understanding of the effects ordinary and extraordinary people have on their community. Students will demonstrate an understanding of fiction and nonfiction.	4.3 Students will be able to examine various literary sources (biographies, narratives, stories, and folk tales) pertaining to community development.	
I	P	P	P	CA, MATH, SS, SC
4.4 Students will be able to identify the democratic symbols of our country.	4.4 Students will be able to identify the democratic symbols of our country.	4.4 Students will demonstrate the knowledge of democratic values.	4.4 Students will be able to identify and explain reasons for government types in world colonization (clans, tribes, monarchy, governorships, democracy).	

CS4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

K	1	2	3	BI
I	P	P	M	SC, SS, MATH
4.5 Students will identify how transportation and communication affects their daily lives.		4.5 Students will be introduced to the use of various modes of transportation and communication.	4.5 Students will demonstrate how transportation and communication have impacted a community's historical growth. Students will describe the impact of technology on world communities of the past, present and future. Students will illustrate how technology has impacted the	

			use of our physical environment.	
I	P	P	P	
4.6 Students will be able to recognize that people view events from different perspectives.	4.6 Students will be able to recognize that people view events from different perspectives.	4.6 Students will be able to recognize that people view events from different perspectives.	4.6 Students will be able to recognize that people view and report historical events from varying perspectives.	
I	P	I/P	P	CA, SS, LB
4.7 Students will be aware that people have different points of view and there are different kinds of people in the world.	4.7 Students will be aware that there are different cultures.	4.7 Students will have an awareness of the cultural values and customs of Native American tribes and how geographical locations and natural resources affected their way of living.	4.7 Students will be able to explain the status of American Indians in Montana and the U.S.	

CS5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

K	1	2	3	BI
I	I/P	M	M	Math, SS
5.1 Students will explore wants and needs.	5.1 Students will be able to explain the difference between a want and a need.	5.1 Students will categorize wants and needs.	5.1 Students will make discrete lists of wants and needs.	
I	I	P	M	Math, SS
5.2 Students will be able to identify correct coin names and some values.		5.2 Students will understand the concept of using money to pay for goods and services.	5.2 Students will be able to identify and give examples of supply and demand that are affected by global interdependence.	
I	I	I/P	M	Math, SS, CA
5.3 Students will be able to identify public privileges.		5.3 Students will be able to identify public and private services.	5.3 Students will be able to distinguish private and public services.	
		I/P	M	Math, SS
N/A	N/A	5.4 Students will be able to identify and discuss the role and effect of personal purchases in community relationships.	5.4 Students will be able to identify and discuss the role and effect of personal choice in the world and in community relationships.	
I	I	P	M	Math, SS
5.5 Students will be able to identify the values of coins as it relates to purchasing power (i.e. a school store)		5.5 Students will demonstrate an understanding of the rewards of savings (e.g. time, money, class savings, class store).	5.5 Students will be able to explain how the concept of savings affects acquisition of wants and needs. Savings points/\$ for something you want	
I	P	P	M	Math, SS, CA, SC, SS, LB, Env Ed
N/A	5.6 Students are able to explain what technology is.	5.6 Students are able to explain what technology is.	5.6 Students will be able to explore the ways in which science and technology have affected world economic conditions and relations.	

CS6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on society.

K	1	2	3	BI
I	P	P/M	M	SS,CA,HE,Music
6.1 Students will be able to tell what community helpers are in meeting human needs and concerns (firemen, postal worker, etc.). Students will be able to discuss family roles and identify differing family structures.	6.1 Students will be able to describe various jobs and why they are important to their classroom and school.	6.1 Students will be able to identify and explain the responsibilities of community helpers. (Lend-a-Hand, Communication Arts)	6.1 Students describe their role as a member of a family, school, church, team, or ethnic group. Students describe the role of a member of a family, school, church, team, or ethnic group.	
I	P	P	M	Music, Art, CA, HE, SS
6.2 Students will have an awareness of holiday traditions.	6.2 Students will have an awareness of how our customs come to us.	6.2 Students will realize and appreciate diversity of our world cultures.	6.2 Students will be able to recognize the contributions of various world communities through language, literature, and art forms.	
I	P	P	P	SS,CA
6.3 Students will show courtesy and respect towards others. Students will be able to identify family rules and discuss differences.	6.3 Students will be able to make responsible choices that impact others.	6.3 Students will be able to make responsible choices that impact others.	6.3 Students will discuss the influence of global cultures and how they affect daily interaction and decision making. Students will be able to illustrate and interpret the various ways the members of a community interact and influence one another in daily life.	

CS6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on society.

I	P	P	M	Music, Art, CA, HE, SS
6.4 Students will be able to describe characteristics of American Indians through artifacts, photographs, paintings, songs, diaries, music, dance, folktales and stories.	6.4 Students will have an awareness that Native Americans are a part of our past and present community and state.	6.4 Students will have an awareness that Native Americans are a part of our present community and state.	6.4 Students will be able to identify and explain the reasons for government types in the colonization process (clans, tribes, monarchy, governorships, democracy) Students will be able to explain the status of American Indians in Montana and the U.S. Students will be able to identify the territorial change in Montana and American Indian tribes in Montana over the course of time.	
I	P	P	P	SS,CA
6.5 Students will be able to recognize the importance of self worth and recognize individual differences.	6.5 Students will be able to recognize the importance of self worth and recognize individual differences.	6.5 Students will be able to recognize the importance of self worth and recognize individual differences.	6.5 Students will identify examples of individual struggles and their influence and contributions.	
I/P	P	M	M	CO,SS,HE
6.6 Students will identify their appropriate role in the school community. Students will be able to identify roles of family members, self in a family, self in the classroom, self in peer groups. (counseling lessons)	6.6 Students will be able to identify family roles and differing family structures.	6.6 Students will be able to describe various jobs and why they are important to our community. (Lend-a-Hand)	6.6 Students will distinguish family and individual roles and how they have changed over time. Students will be able to identify and explain the numerous roles people play in a group situation.	