

SOCIAL STUDIES STANDARD
GRADES K-12



CATALINA FOOTHILLS SCHOOL DISTRICT
A 21ST CENTURY LEARNING COMMUNITY

Overview of the CFSD Social Studies Standard

The Social Studies Standard is designed so that students achieve proficiency in a continuum of K-12 articulated benchmarks. These rigorous benchmarks, organized by measurement topics, are the intended results we envision for our 21st century graduates. Students make continuous progress toward meeting the standard at each grade level. The benchmarks are established to designate clearly what students are expected to know and be able to do by the end of each grade level and high school course.

The CFSD Social Studies Standard is organized into twelve broad categories called measurement topics. The skills and content of the social studies measurement topics include American history, world history, civics/government, geography, economics, and skills from CFSD's framework on 21st century learning. Although each measurement topic provides its own unique perspective of the world, they are not meant to be taught in isolation. Important social issues require insights from across these twelve categories. Each offers distinct approaches and develops specific skills for examining common subject matter that can be integrated when addressing a particular issue or event.

The measurement topics and benchmarks have been coded so that the district can easily refer to them in curriculum, instruction, assessment, and professional development activities. The numbering system begins with the subject area. Social Studies is assigned the code SS. The first numeral in the code indicates grade level. The second numeral identifies the measurement topic (1-12). The last numeral indicates the benchmark. All "required" items indicated in the benchmarks must be taught. "For example" is used to indicate possible options for teaching content and skills within the benchmarks. The social studies measurement topics in this document are described as follows:

K- 12 Measurement Topics

1. Cultural Diversity and Interactions (Cultural Competence)

Students will describe, compare, and explain the characteristics and locations of places, cultures, and settlements. They will demonstrate cultural competence by valuing diversity, exhibiting an informed sensitivity, and actively engaging with/in other cultures. In order to learn and work cooperatively with individuals from vastly different backgrounds, students will have opportunities to learn about, appreciate, and understand the beliefs and values that drive them.

2. Spatial Thinking and Use of Charts, Maps, and Graphs

Students will use knowledge of spatial patterns on earth to understand processes and make decisions that shape human environments. The spatial perspective and associated geographic tools will be used to organize and interpret information about the physical features and the cultural aspects of our world. Students will describe and compare characteristics of states, regions, countries, major world regions, and patterns and explain the processes that created them.

3. Reciprocal Impact of Geography on People and Events

Students will describe, compare, and explain the locations and characteristics of resources, human adaptation, environmental impact, and the interrelationships among them. An understanding of the human/environment interaction enables students to consider how people rely on the environment, how they alter it, how it may limit what they are able to do, and the consequences of actions for both people and the natural environment. This geographic perspective brings a greater understanding of the interdependence within local, national, and global communities.

4. Economic Philosophies and Systems

Students will analyze the production, allocation, and distribution of resources. They will develop an understanding of economic principles such as scarcity and choice, productivity, markets and prices, supply and demand, competition, role of government, international trade factors, and consumer decisions in a global economy. Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world. Since the United States is economically interconnected with the world, an understanding of these principles promotes a stronger economy.

5. Economic Decision-Making and Personal Finance

Students will use knowledge of the production, distribution, and consumption of goods and services to make personal and societal decisions about the use of scarce resources. Knowledge of economics will enable students to understand and consider potential implications of the basic scarcity problem faced by all societies: unlimited wants in pursuit of limited resources. Students will analyze how basic economic principles affect their daily lives and become financially responsible by examining the consequences of and practicing personal financial decision-making.

6. Rights, Responsibilities, and Participation in the Political Process

Students will describe the political and legal processes created to make decisions, seek consensus, and resolve conflicts in a free society. They will explain how American governmental institutions at the local, state, and federal levels provide for the limitation and sharing of power and how the nation's political systems provide for the exercise of power. In a free society, there are inevitable conflicts that arise from the clash of various interests, perceptions, and beliefs. Responsible citizens learn to confront these conflicts and to work toward resolving them within the boundaries of democratic procedures.

7. Government Symbols, Structures, Laws, and Documents

Students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes and assess their effectiveness. They will explain the meaning and origin of the ideals, principles, and core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. America's constitutional democracy is founded on a core set of principles and ideals expressed in the nation's foundational documents. An understanding of these principles and ideals is essential for citizens to participate fully in the democratic process.

8. Individuals, People, and Events That Shaped History

Students will use knowledge of the past to construct meaningful understanding of our diverse cultural heritage. They will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. A rich historical perspective begins with knowledge of significant events, ideas, and people from the past. Through history, students understand the identity and origin of their families, communities, state, and nation. By entering personally into historical events, students can confront important issues of an era, and evaluate the decisions made in light of their long-term consequences revealed in the historical record.

9. Change Over Time

Students will describe and compare characteristics of economic activities, political activities, migration, information flow, states, countries, and major world regions. They will analyze how individuals and societies have changed and interacted over time. They will interpret significant patterns, themes, ideas, beliefs, and turning points in history. Throughout the world, people are increasingly linked by physical and human systems. Interdependence can be better understood through the study of events that have significance beyond regional or national boundaries.

10. Global Awareness: Current Events/Issues and the Modern World

Students will explain the causes, consequences, and context of major local, national, and global issues/events. Through conversations about past and current events, students have the opportunity to clarify issues, consider opposing views, and construct and express thoughtful positions. Well-informed citizens recognize the influence of world events on the United States and understand the United States' political, cultural, and economic interaction with the rest of the world.

11. Critical Thinking and Problem Solving

Students will analyze issues by tracing their origin, framing and testing hypotheses, considering various perspectives, and evaluating possible ways to resolve the issues. Meaningful understanding of the past involves the integration of historical knowledge and thinking skills. If decisions in contemporary life are to be guided by knowledge of the past, students must learn how to engage in historical reasoning, think through cause-effect relationships, reach sound historical interpretations, and conduct historical inquiries.

12. Research Skills for History

Students will examine topics or questions related to historical studies and/or current issues. They will acquire and organize accurate, relevant information from primary and secondary sources (print and electronic) such as books, maps, charts, graphs, timelines and data sets. An understanding of chronological order is necessary to analyze the interrelatedness of events, examine relationships among them, or to explain cause and effect. If citizens are to make sound decisions in efforts to solve social problems, they must learn how to pursue data, think critically, and communicate their findings effectively.