

# Mediapolis Community School

Mediapolis Community School recognizes five main strands in the area of Social Studies:

- **Culture:** How individuals, groups, and institutions are culturally diverse and interdependent both in the United States and at a global level
- **History:** Examining change and continuity over time in order to develop a historical perspective in social studies
- **Geography:** Observing, researching, and interpreting information about places and regions; interactions and movement of people; environments, resources and human systems
- **Government:** How structures of power and authority are created and changed by learning about the ideals, principles, and practices of governmental systems
- **Economics:** How people organize for the production, distribution, and consumption of goods and services

## Social Studies Standards (K-12)

- A. Students will acquire geographical understanding by studying the world in spatial terms.
- B. Students will gain geographical understanding by studying environments, resources, and human systems.
- C. Students will be able to use the skills and tools of the social sciences.
- D. Students will be able to interact well with all people, appreciate cultural diversity, and work cooperatively.
- E. Students will be able to recognize their own values and those of others.
- F. Students will understand the global community.
- G. Students will be able to connect the past to the present (and the future), and understand their heritage.
- H. Students will understand the many structures that make up our social world (governmental, social, military, economic, and business).
- I. Students will recognize and accept change.
- J. Students will be able to function properly as a citizen of the community, state, and nation.
- K. Students will be able to relate current events to the past, the present, and to their lives.
- L. Students will understand the relationship between the individual and the self, others, the group, and social systems.

# Social Studies

## Kindergarten (Understand Yourself)

### **Integrated Course Abilities** (Apply the following to each content standard.)

**1. Develop abilities in social studies.**

- A. Think and discuss problems about social studies.
- B. Talk and draw about social studies.
- C. Brainstorm and discuss plans.

**2. Be able to apply social studies knowledge and skills to a variety of purposes.**

- A. Be able to relate social studies to your life.
  - think about other people and other places
  - discuss current events

**3. Students will experience and develop an awareness of contributions of diverse societies and cultures as well as both men and women, and persons with disabilities, in the area of social studies.**

**4. Students will develop an awareness of the variety and importance of careers in society.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

**1. Know about where you live.**

- A. Know where you live.
- B. Know what it is like where you live.

**2. Know things in your life that 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 don't live like you do.**

- A. Know how others in the class live.
- B. Know about life in other places (rural, urban) and what is important to them.
- C. Become aware that people who live in other places may live differently.

**4. Understand your responsibilities.**

- A. Respect (social, rights of others, property, authority).
- B. Accept responsibility for own actions.
- C. Career awareness.

**5. Know days that are important to you.**

- A. Know your birthday.
- B. Become aware of important holidays.

# Social Studies

## First Grade (Understand the Family)

### **Integrated Course Abilities** (Apply the following to each content standard.)

- 1. Develop abilities in social studies.**
  - A. Think and solve problems about social studies (classify, compare, explain).
  - B. Talk and write about social studies (collaborate, present, explain).
  - C. Make plans and use them (brainstorm, research, organize).
- 2. Be able to apply social studies knowledge and skills to a variety of purposes.**
  - A. Be able to relate social studies to your life.
    - view life from other perspectives and other's point of view
    - become aware of important inventions, events, people, and moments
    - think about other people and other places
    - be aware of current events (be able to talk about current events)
  - B. Possess technical skills:
    - listen/read/dictate/write/present: instructions, chart, thank you letter, report
- 3. Students will experience and develop an awareness of contributions of diverse societies and cultures as well as both men and women, and persons with disabilities, in the area of social studies.**
- 4. Students will develop an awareness of the variety and importance of careers in society.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

- 1. Understand how families are similar.**
  - A. Know the meaning of family.
  - B. Know the roles and responsibilities of parents.
  - C. Know the roles and responsibilities of children in a family.
  - D. Know how families earn and spend money.
  - E. Know the rules of the family.
- 2. Understand how families are different.**
  - A. Know about the families of others in the class and what is important to these families.
  - B. Know about families around the state, country, and world and what is important to these families.
  - C. Know about families in history and what was important to these families.
  - D. Be able to say how other families are like and not like your family.
  - E. Be able to locate where your family lives on maps of your neighborhood, community, state, country, and world.
- 3. Understand your roles and responsibilities in the family.**
  - A. Know how important every member of the family is.
  - B. Know why rules are important.
  - C. Be able to follow rules and directions of the family.
  - D. Be able to do your own share.
  - E. Be able to keep your word.
  - F. Be able to be honest and trustworthy.
  - G. Be able to cooperate in the activities of the family.
  - H. Be able to appreciate the contributions of others in the family.
  - I. Be able to respect the rights of others in the family.
  - J. Know what is important to the family.
- 4. Understand the importance of famous Americans.**
  - A. Be aware of the contribution of famous Americans to our country's history.
  - B. Be aware of where famous Americans lived (state, country).

# Social Studies

## Second Grade (Understand Neighborhoods and Communities)

### **Integrated Course Abilities** (Apply the following to each content standard.)

- 1. Develop abilities in social studies.**
  - A. Think and solve problems about social studies (classify, decide, solve, compare).
  - B. Talk and write about social studies (collaborate, present, explain).
  - C. Make plans and use them (brainstorm, research, organize).
  
- 2. Be able to apply social studies knowledge and skills to a variety of purposes.**
  - A. Be able to relate social studies to your life.
    - become aware of important events and people
    - think about other people and other places to solve problems and make decisions
    - become aware of current events in your life (be able to talk about current events)
  - B. Possess technical skills:
    - listen/read/dictate/write/present: instructions, graph, map, report, summary
  
- 3. Students will experience and develop an awareness of contributions of diverse societies and cultures as well as both men and women, and persons with disabilities, in the area of social studies.**
  
- 4. Students will develop an awareness of the variety and importance of careers in society.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

- 1. Understand what makes up a neighborhood and a community.**
  - A. Know what a neighborhood and a community are.
  - B. Be able to use basic map skills.
  - C. Know what things are in a neighborhood and community.
  - D. Know the geography of a community (schools, businesses, parks, streets, other places).
  - E. Know how a neighborhood is part of a community, state, and country.
  
- 2. Understand how to work, play, and travel in communities.**
  - A. Know about different modes of transportation.
  - B. Know who to go to for help.
  - C. Know how the community is constantly changing.
  - D. Know the ways people earn a living in communities (needs, wants, goods, services).
  
- 3. Understand the responsibilities of living in a neighborhood and community.**
  - A. Be able to cooperate for the good of all.
  - B. Be able to help make things happen.
  - C. Be able to respect the rights and property of others.
  - D. Be able to help the neighborhood and community succeed.
  - E. Be able to care for the neighborhood and community.
  
- 4. Be aware of current events.**

# Social Studies

## Third Grade (Communities)

### **Integrated Course Abilities** (Apply the following to each content standard.)

#### **1. Develop abilities in social studies.**

- A. Higher thinking (classify, decide, solve, compare, predict, estimate).
- B. Communications (collaborate, present, explain, recommend).
- C. Goal setting/attainment (brainstorm, visualize, research, plan, organize).
- D. The quality process (plan and draft when producing products).

#### **2. Be able to apply social studies knowledge and skills to a variety of purposes.**

- A. Be able to conduct and present research (locate and organize information, write, and present).
- B. Be able to relate social studies to your life.
  - be aware of other perspectives and other's point of view
  - be aware of key forces (inventions, discoveries, people, events, moments) which have shaped our world
  - think about other cultures and other places to solve problems and make decisions
  - relate current events to your life (know sources related to current events, be able to talk about current events)
- C. Possess technical skills:
  - read/write/present: instructions, chart, thank you letter, research report, summary
  - recognize and use map and globe skills ( key, compass rose, cardinal and ordinal directions, boundary lines, hemispheres, bodies of water/land
  - technology: Internet

#### **3. Students will experience and develop an awareness of contributions of diverse societies and cultures as well as both men and women, and persons with disabilities, in the area of social studies.**

#### **4. Students will develop an awareness of the variety and importance of careers in society.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

#### **1. Understand what makes up communities.**

- A. Know what a community is and what is included in it.
- B. Know about the resources, taxes, laws, transportation, and organizations of communities.
- C. Know about the importance of businesses and services in a community.
- D. Understand the responsibilities and benefits of living in a community (laws, expectations, cooperation, volunteerism, culture, and pride)

#### **2. Explore characteristics of communities.**

- A. Know about the history/government of local and national communities.
- B. Know how geography (landforms, bodies of water, climate, natural resources, and people) affects life in the community.
- C. Know about transportation/travel within and around the community.
- D. Know how the community's needs are met ( businesses, services)
- E. Become aware that a community is constantly changing.
- F. Understand the similarities and differences of communities.
  - Know how communities in history were similar and different from communities today
  - Recognize similarities and differences of rural, urban, and suburban communities

## Social Studies

# Fourth Grade (The Earth and Its People)

### **Integrated Course Abilities** (Apply the following to each content standard).

- 1. Develop abilities in social studies.**
  - A. Higher thinking (evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret).
  - B. Communications (collaborate, present, explain, recommend).
  - C. Goal setting/attainment (brainstorm, visualize, research, plan, organize).
  - D. The quality process (plan and draft when producing products).
  
- 2. Be able to apply social studies knowledge and skills to a variety of purposes.**
  - A. Be able to conduct and present research (locate and organize information, write, support, and present).
  - B. Be able to relate social studies to your life.
    - view life from other perspectives and others' point of view
    - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
    - become aware of the causes and effects key forces have on you, the present, the future
    - use the past and present (other cultures and other places) to solve problems and make decisions
    - relate current events to your life (know sources related to current events, be able to talk about current events)
  - C. Possess technical skills:
    - read/write/present: instructions, table, chart, thank you letter, inquiry (such as letter of request or response, interviewing, etc.), checklist, research report, summary
    - technology: word processing, Internet
  
- 3. Students will experience and develop an awareness of contributions of diverse societies and cultures as well as both men and women, and persons with disabilities, in the area of social studies.**
  
- 4. Students will develop an awareness of the variety and importance of careers in society.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

- 1. Possess a visual sense of our 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 (desert, plains, forest, mountain).
  - D. Be able to develop charts and maps which show key information such as population, resources, and vegetation.
  - E. Be able to use map legends effectively (key, scale, directions, symbols).
  - F. Be able to picture the world and its major land masses and bodies of water.
  
- 2. Understand how living in a geographical region affects how people live.**
  - A. Know how climate affects the way people live.
  - B. Know how regional situations affect the way people live.
  - C. Know how the availability of natural resources affect the way people live.
  - D. Know how people and the environment interact.
  
- 3. Understand that people are dependent on one another for goods and services.**
  - A. Know where our food, clothing, and shelter comes from in various regions.
  - B. Know which goods and services are produced and delivered in various regions.
  - C. Know why people in various parts of the world produce the goods and services they do.
  - D. Know how goods and services are shared throughout the United States.

## Social Studies

### Fifth Grade (United States and Iowa History)

#### **Integrated Course Abilities** (Apply the following to each content standard.)

- 1. Develop abilities in social studies.**
  - A. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
  - B. Communications (present, persuade, collaborate, explain, recommend).
  - C. Goal setting/attainment (brainstorm, envision, research, plan, organize).
  - D. The quality process (plan, draft, analyze, and revise when producing products).
- 2. Be able to apply social studies knowledge and skills to a variety of purposes.**
  - A. Be able to conduct and present research (locate and organize information, write, support, and present).
  - B. Be able to relate social studies to your life.
    - view life from other perspectives and others' point of view
    - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
    - explain the causes and effects key forces have on you, the present, the future
    - use the past and present (other cultures and other places) to solve problems and make decisions
    - relate current events to your life (know sources related to current events, be able to talk about current events)
  - C. Possess technical skills:
    - read/write/present: table, chart, inquiry(such as letter of request, response, interviewing, etc.), checklist, research report, summary
    - technology: word processing, Internet, AV production
- 3. Students will experience and develop an awareness of contributions of diverse societies and cultures as well as both men and women, and persons with disabilities, in the area of social studies.**
- 4. Students will develop an awareness of the variety and importance of careers in society.**

#### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

- 1. Understand key influences in United States history and how they shape our lives today.**
  - A. Know key people and events throughout United States history up to the Civil War.
  - B. Know key discoveries and inventions throughout United States history.
  - C. Know current and past cultures of the United States.
  - 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. Understand the life of the first Americans.**
  - A. Know where various Native American tribes lived.
  - B. Know about the food, clothing, and shelter of various tribes.
  - C. Know about the culture of Native Americans.
  - D. Be able to view the life of Native Americans from their perspective.
  - E. Know about the Native Americans who lived and/or live in your region.
- 4. Be able to understand the history and culture of Iowa.**
  - A. Know the geography and location of Iowa.
  - B. Know the path of Iowa to statehood and significant aspects of state and local government.
  - C. Know major resources, industries, and products of Iowa.
  - D. Know about key people, events, inventions, and discoveries in our state.
  - E. Become aware of points of interest and cultural diversity in Iowa.
- 5. Be able to use visual skills to help you understand United States and Iowa history.**
  - A. Be able to interpret maps and charts of the United States and Iowa.
  - B. Be able to use/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

## Sixth Grade (World Geography and Cultures)

### **Integrated Course Abilities** [Apply the following to each content standard.]

#### **1. Develop abilities in social studies.**

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### **2. Be able to apply social studies knowledge and skills to a variety of purposes.**

- A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
- B. Be able to relate social studies to your life.
  - view life from other perspectives and others' point of view
  - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
  - explain the causes and effects key forces have on you, the present, the future
  - use the past and present (other cultures, other situations, and different places) to solve problems, make decisions, and predict the future
  - relate current events to your life (be conversant, know sources related to current events, conduct research)
- C. Possess technical skills:
  - read/write/present: instructions, table, chart, reports (progress, research), proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
  - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

#### **3. Students will experience and develop an awareness of contributions of diverse societies and cultures as well as both men and women, and persons with disabilities, in the area of social studies.**

#### **4. Students will develop an awareness of the variety and importance of careers in society.**

### **Grade Level Expectations/Benchmarks** (with critical objectives/performance indicators)

#### (Geography)

- 1. Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political division, and human settlements.**
- 2. Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.**
- 3. Students will apply geographical skills to develop a profile of the local community by placing it in the context of physical, cultural, and other types of regions.**
- 4. Students will 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, etc.
  - C. Be able to develop charts and maps to depict change over time.
- 1. Students will be able to use a map and point out major physical characteristics around the World.**
  - A. Be able to use a globe to show knowledge of the earth.
  - B. Be able to use charts and maps to show land and water forms.
  - C. Be able to locate information on maps such as population, resources, climate, and vegetation.
  - D. Be able to use latitude and longitude to locate.

#### (History)

- 6. Students will develop the basic research skills necessary to conduct an interdependent investigation of historical people.**
  - A. Explore key people, events, and world cultures throughout history.
  - B. Be able to place key influences on a timeline.
  - C. Possess logical sense of what life was like when key influences occurred.
  - D. Know causes and effects of key influences.

(Culture)

7. **Students will demonstrate the ability to describe and explain differences in various World cultures.**

- A. Be able to understand how geography has shaped and changed cultures throughout history.
- B. Know the physical characteristics of the world that have been key influences in shaping cultures.
  - Regions of the world and cultures of people in each region.
  - Know mountain ranges and water masses of the world and how they have affected people.
  - Know about climates of the world and how it has affected people.
  - Know about world natural resources and how they have affected people.
  - Know about the great boundaries of the world and how they have affected people.
- C. Be able to compare the cultures of others with your own and relate cultures of their geographical settings.

(Economics)

8. **Students will be introduced to the concept that economics is the way a country, business, or people make and use money.**

9. **Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.**

(Government)

10. **Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.**

# Social Studies

## Seventh Grade (Early United States History-Exploration to Civil War)

### Integrated Course Abilities [Apply the following to each content standard.]

#### 1. Develop abilities in social studies.

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### 2. Be able to apply social studies knowledge and skills to a variety of purposes.

- A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
- B. Be able to relate social studies to your life.
  - view life from other perspectives and others' point of view
  - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
  - explain the causes and effects key forces have on you, the present, the future
  - use the past and present (other cultures, other situations, and different places) to solve problems, make decisions, and predict the future
  - relate current events to your life (be conversant, know sources related to current events, conduct research)
- C. Possess technical skills:
  - read/write/present: instructions, table, chart, reports (progress, research), proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
  - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production
    - iii. **Students will experience and develop an awareness of contributions of diverse societies and cultures as well as both men and women, and persons with disabilities, in the area of social studies.**

#### 4. Students will develop an awareness of the variety and importance of careers in society.

### Grade Level Benchmarks (with critical objectives/performance indicators)

#### 1. Possess a mental map of the physical characteristics of the world.

- A. Be able to use a globe to show your knowledge of the earth.
- B. Be able to use charts and maps to show land and water forms.
- C. Be able to develop charts and maps which show key information, such as population, resources, climate, and vegetation.
- D. Be able to develop charts, maps, and graphs to depict change over time.
- E. Be able to develop maps, charts, and graphs which show views of the earth at key points in history.
- F. Be able to locate important information on maps, such as population, resources, climate, vegetation, landforms, and water masses.
- G. Be able to use latitude and longitude to locate.
- H. Be able to state and support opinions about the earth based on globes, charts, maps, and graphs.

#### 2. Understand how geography has shaped and changed cultures throughout history.

- A. Know physical characteristics of the world which have been key influences in shaping cultures:
  - know the regions of the world and the culture of the people in each region, including values and behavior
  - know the mountain ranges and water masses of the world and how they have affected people
  - know about the climate of the world and how it has affected people
  - know about the natural resources of the world and how they have affected people
  - know about great boundaries of the world and how they have affected people
- B. Be able to compare the cultures of others with your own and relate cultures to their geographical settings.

#### 3. Understand how various cultures have shaped and changed our world's geography.

- A. Know how the earth has changed physically, including causes and effects.
- B. Know how different cultures have changed the world's geography:
  - physically
  - environmentally
  - ecologically

- technologically

C. Know techniques and strategies which have been used to protect and manage the environment.

D. Be able to predict future changes in the earth.

## Social Studies

### Grade Eight (United States History–Slavery and the Civil War to Present)

#### Integrated Course Abilities [Apply the following to each content standard.]

1. **Develop abilities in social studies.**
  - A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
  - B. Communications (present, demonstrate, collaborate, explain).
  - C. Goal setting/attainment (brainstorm, envision, research, plan, organize).
  - D. The quality process (plan, draft, analyze, and revise when producing products).
2. **Be able to apply social studies knowledge and skills to a variety of purposes.**
  - A. Be able to support positions in a responsible manner (research, thesis, organize support).
  - B. Be able to relate social studies to your life.
    - view life from other perspectives and others' point of view
    - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
    - relate current events to your life (be conversant, know sources related to current events, conduct research).
  - C. Possess technical skills:
    - read/write/present: instructions, table, chart, reports ( research)
    - technology: word processing, Internet, search tools, PowerPoint
3. **Students will experience and develop an awareness of contributions of diverse societies and cultures as well as both men and women, and persons with disabilities, in the area of social studies.**
4. **Students will develop an awareness of the variety and importance of careers in society.**

#### Grade Level Benchmarks (with critical objectives/performance indicators)

1. **Understand key influences, which shape and shaped our country.**
  - A. Know about foreign and domestic events, people, and inventions and discoveries in United States history.
  - B. Know motivations and forces, which led and lead to change in United States history.
2. **Possess a chronological perspective of United States history.**
  - A. Be able to place key influences on a timeline.
  - B. Be able to relate key influences to what was happening just before, during, and after the key influences.
  - C. Possess a logical sense of progression of United States history.
3. **Possess a visual sense of United States history.**
  - A. Be able to develop and interpret maps, charts, and graphs, which show views of the United States at various points in United States history.
  - B. Be able to develop and interpret charts, maps, and graphs which show key information, such as population, election results, battles, and change over time.
4. **Be able to view United States history from various perspectives.**
  - A. Be able to describe key influences from different perspectives.
  - B. Know what was important to various groups in early United States history.
  - C. Know how key influences changed and continue to change the lives of various groups in United States history.
5. **Understand the relationship between human culture and United States history.**
  - A. Know how culture affected and effects United States history.
  - B. Know how history affected and affects the culture of the United States.