

## Reviewing the First Draft

In reviewing and providing feedback, the following questions should be kept in mind:

1. How well will the standards and benchmarks encourage improved and more inclusive social studies teaching and learning?
2. How well does the sequence from grade to grade promote student learning toward the general goal of learning in the standard?
3. How well do the standards and benchmarks balance broadness and specificity?

## Standards

There are 22 anchor standards that reflect the knowledge and skills students need for graduation to be career, college, and civic life ready. Each standard has benchmarks that follow.

1. Develop and demonstrate civic values and skills for informed and engaged life-long civic participation.
2. Explain democratic values and principles that guide government, society, and communities and analyze the tensions within the United States constitutional government.
3. Explain and evaluate rights, duties and responsibilities in democratic society.
4. Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.
5. Analyze how public policy is shaped by governmental and non-governmental institutions and how people take action to solve problems and shape public policy.
6. Evaluate the unique status, relationships and governing structures of indigenous nations and the United States.
7. Use economic models/reasoning and data analysis to construct an argument or propose a solution related to an economic question.
8. Analyze how scarcity forces individuals, organizations and governments to make choices and incur opportunity costs, and how competing goals like equity and efficiency can influence these choices.
9. Apply economic concepts and models to develop personal financial goals (such as personal financial security) and strategies for achieving these goals.
10. Analyze how the behaviors of individual consumers and producers interacting in markets can lead to efficient outcomes, how various market imperfections can lead to less than optimal outcomes, and how economic tools can be used to analyze and develop solutions to societal problems.
11. Measure and evaluate national economic performance; use economic models to explain the causes of fluctuations in the economy, and evaluate the impact of economic institutions and policies.
12. Analyze the impact of international trade on individuals, businesses and the national economy, both by applying economic concepts and models and by interpreting the impact of actual trade policies.
13. Apply geographic tools and spatial ways of thinking to solve problems using geographic inquiry.
14. Describe how physical and human characteristics influence an individual's sense of place and their construction of regions from a local to global scale.
15. Analyze patterns of interconnectedness within and between cultural, economic and political systems from a local to global scale.
16. Evaluate the relationship between humans and the environment including climate change.
17. Explore spatial ways of thinking, ways of knowing (culture) and ways of being (identity) from different perspectives, including indigenous voices.

18. Evaluate multiple narratives about change and continuity over time, taking into account historical context, i.e. how and why individuals and communities created those narratives.
19. Recognize diverse points of view and develop an informed and empathetic awareness of how identity (i.e. gender, race, religion, and culture), class, and geography influence historical perspective.
20. Evaluate historical sources and evidence by A) identifying a variety of primary and secondary sources, such as written accounts, oral narratives, objects, and artistic works, B) Considering what perspectives and narratives are absent from the available sources, and C) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.
21. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.
22. Use historical methods and sources in order to reflect upon the roots of contemporary social and environmental problems, and draw on lessons from the past in order to imagine and work toward an equitable and caring future.

## Benchmark

The benchmark Code Number is standard.grade.benchmark. For example 4.1.2 = standard 4, grade 1, benchmark 2.

### 1. Develop and demonstrate civic values and skills for informed and engaged life-long civic participation.

- 1.K.1: Demonstrate civic skills in a classroom that reflect an understanding of civic values. (*Example:* Civic skills—listening to others, participating in class discussions, developing ways to discuss similarities and differences with others, taking turns, sharing with others, cooperating in class activities, wise or judicious exercise of authority. Civic values—fairness, individual dignity, respect, self-control, justice, responsibility, courage, honesty, common good, and friendship.)
- 1.1.1: Demonstrate ways members of a community participate in the civic life of their community; explain why participation is important.
- 1.1.2: Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).
- 1.2.1: Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.
- 1.3.1: Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need. (*Example:* help make class decisions, use listening, consensus building and voting procedures to decide on and take community action and communicate with others, i.e. write a letter, make a speech, attend a public meeting.)
- 1.4.1 Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom or community.
- 1.5.1 Simulate a decision-making body using procedural rules for discussion.