| **SAS STRANDS (SKILLS)** | **NCSS STRANDS** | **Pre-Kindergarten** | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **(Grade 6)** |
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| **Standard I: Analyze how individuals,**  **groups, and institutions create and change**  **structures of power, authority, and governance** | Individuals, Groups, & Institutions  Power, Authority, & Governments | 1. Participate in group-decision making. | 1. Identifies the responsibilities as an individual and in relation to their families and school community. | 1. Describe the groups that people belong to and why they belong to them | 1. Describe how and why groups are organized within communities |  | 1. Explain how individuals and groups organize and govern themselves | 1. Distinguish between local, state/provincial and national government | 1. Describe major issues involving rights, responsibilities, roles, and status of individuals and social groups |
| 2. | 1. Recognizes that everybody deserves respect. |  | 1. Identify the rights and responsibilities of belonging to a group | 1. Describe how and why people make and implement rules and laws |  | 1. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations | 2. DESCRIBE reasons AND INDIVIDUAL’S MOTIVATION for change |
| 1. Identify similarities and differences among people. |  | 1. Give examples of the different roles people fulfill within groups | 1. Identify purposes of authority in the home and school and surrounding settings | 1. Identify qualities that leaders of groups need in order to meet their responsibilities | 1. Identify qualities of a successful ruler |  | 1. ~~Describe how leadership powers are acquired, and used]~~ |
| **Standard II Explore and apply geographic knowledge and skills** | People, Places & Environments | 1. Recognize where one lives and where s/he is from. | 1. Recognize where one lives and where s/he is from. | 1. Describe how activities are influenced by location | 1. Give examples of ways people’s activities are influenced by location and physical features (i.e. landforms, natural resources, sports, farming, climate, food, clothing). | 1. Describe how a community has changed over time | 1. Describe geographic factors that influence humans | 1. Explain types and patterns of human settlement and land use | 1. Describe ways that humans have been influenced by geographic conditions |
| 1. Interpret a simple map of a familiar environment. |  | 1. Identify features of a basic globe | 1. Identify continents and oceans | 1. Use map keys or legends to describe communities | 1. Identify and recreate the physical features of a map (e.g., bodies of water, landforms, and man-made structures) | 1. Describe locations using physical and cultural geographic features, including map coordinates (longitude, latitude, GPS) | 1. ANALYZE THE RELATIONSHIP BETWEEN PEOPLE, PLACES AND ENVIRONMENTS using a variety of TOOLS (e.g. charts, graphs, MAPS, GLOBES AND OTHER GEOSPATIAL TECHNOLOGIES) |
|  |  |  |  | ~~Identify and describe the affects of human migration~~ | 1. ~~Locate and identify physical and political features of selected regions~~**~~[ [26](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270344&ProficiencyID=&)~~**~~]~~ |
| **Standard III Recognize how time, continuity, and change affect perspectives and relationships** | Time, continuity & Change  Global Connections | 1. Relate their personal life to the process of change (e.g., while talking about day to day events) | 1. Relate the concept of time and change to personal experience. | 1. Describe ways in which people's lives are influenced by time and change | 1. Describe personal and family traditions over time | 1. Explain the difference between the recent past and the distant past | 1. Describe ideas and actions that changed societies in particular times and places |  | 1. Identify patterns of historical change using key terminology such as chronology, causality, and conflict. |
| 1. Talk about the past, the present, and the future | 1. Describe personal and family events over time | 1. Give examples of changes that have affected family and community life | 1. Identify special events that occur within their communities | 1. Give examples of how knowing one’s past helps people to understand who they are | 1. Give examples of why people in the past are remembered in current times |  | 2. |
|  |  |  |  | 3. Reconstruct the past from located sources. |  |
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| **Standard IV Applies economic concepts** | Production, Distribution, & Consumption | 1. Identify jobs at school and home. | 1. Identify and describe jobs in our school community and how they help us in our daily lives. | 1. Describe different ways people use resources to meet their needs and wants | 1. Gain an understanding of different roles within the school community |  | 1. Describe the characteristics and locations of renewable and nonrenewable resources and their uses | 1. Identify divisions of labor | 1. Describe the role of specialization in the division of labor in society. |
| 1. Describe what people need. |  | 1. Distinguish between needs and wants | 1. Distinguish between needs/wants and goods/services using the basic vocabulary of a market economy | 1. Distinguish among different types of resources, (natural, human, renewable and nonrenewable, spiritual, aesthetic, recreational, and industrial) | 1. Describe how changes in transportation and communication have affected the trade of goods and services | 1. Explain relationships between the locations of resources and patterns of population distribution | 1. Identify patterns of resource distribution and use (trade, ideas) |
|  |  | 1. Identify cultural groups in the school community  2. Compare and contrast different cultures |  |  |  | 1. Identify different values people may attach to resources |
| **Standard V Examines cultural practices and human interactions** | Culture  Individual Development & Identity  Science, Technology & Society | 1. Identify traditions and cultures within the class and their families | 1. Identify traditions and cultures within the classroom and their families. | 1. Describe features of different cultures within the classroom | 1. Identify cultural groups in the school community | 1. Describe how cultural practices reflect tradition | 1. Explain ways people attach importance to their culture. | 1. Explain how people retain their cultural identity | 1. Identify the values and beliefs that motivate cultural identity |
|  | 1. Identify special celebrations people may share within their communities. | 1. Identify similarities and differences between cultures | 1. Compare different cultures. | 1. Identify common needs across different cultures | 1. Explain how cultures are influenced by people in positions of power.. | 1. Describe cultural interactions that occur as a consequence of human migration | 1. Find examples of tension between individuality and social conformity |
| **Standard VI Apply literacy skills and understandings of key ideas, details, structure, and integration of knowledge.**  **(inclusive of Digital Literacy)**  *(new literacy standard in history/social science added 8 Oct. 2010)*  **English LA IV: Research**  **Use skills and strategies of the research process: Gather, Analyze & Interpret, Respond** |  | 1. ELA-6.PK.2. Begins to identify relevant information | 1. ELA-6.K.1. Identify factual information with guidance | 1. **COMBINATION:** ELA-6.1.1. Select appropriate material to gather factual information **AND** ELA-6.1.2. Understand how to read for information. | 1. ELA-6.2.2. Use a variety of sources to gather information (e.g., informational books, charts, own observations) | 1. ELA-6.3.1. Use text media and electronic media to gather information (with guidance) | ELA-6.4.1 Use text media and electronic media to gather information | ELA-6.5.1.      Use organizational features of printed text (e.g., bold topics and words, glossary, table of contents) to locate relevant information | 1. Draw inferences from archaeological evidence (from V.2) |
| 1. ELA-6.PK.1. Begins to differentiate between non-fiction and fiction | 1. ELA-6.K.2. Make links with own knowledge and information from non-fiction text with guidance | 1. ELA-6.1.2 Sort and classify information into two or more categories. Understand concept of categories. | 1. ELA-6.2.1. Generate questions about topics of personal interest | 1. **COMBINATION:**  ELA-6.3.2. Organize ideas chronologically or around major points of information (with guidance) **AND** ELA-6.3.5 Distinguish between opinion and verifiable facts | ELA-6.4.2 Organize ideas chronologically or around major points of information | **COMBINATION:**  ELA-6.5.4.    Use and list resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information **AND**  ELA-6.5.3.    Organize information according to a focus question or topic in the form of note taking or basic outlining | 1. Cite specific textual evidence to support analysis |
| 1. ELA-6.PK.3 Begins to apply information  **TO??** | 1. ELA-6.K.3. Report information. |  | 1. ELA-6.2.3 Present information in written and oral format (Exp. 2) | 1. ELA-6.3.3. Present information in written, oral and electronic format. | ELA-6.4.3 Present information in written, oral and electronic format |  | 1. **Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others** |
|  |  |  |  |  | 1. ELA-6.3.4. Clarify and enhance oral and written presentations through the use of appropriate props (e.g., objects, pictures, charts) | ELA-6.4.4 Clarify and enhance oral and written presentations through use of appropriate props (e.g., objects, pictures, charts) |  |  |
|  |  |  |  |  |  |  | ELA-6.5.2.    Use resources (e.g., thesaurus and dictionary) to identify alternative word choices and meanings and to increase vocabulary in different subject areas |  |