

Council Rock School District Priority Standards

The priority standards denote the essential learning that is most critical for all students to understand and do in the particular subject, grade or course. Teachers will teach all standards, but will work collaboratively to ensure students learn the priority standards, as they are critical to the next grade, next course, or post-secondary success.

Social Studies Priority Standards by Grade

Kindergarten Priority Standards

- *Interpret a simple map of a known environment. 7.1.K.A.*
- *Describe the location of places in the home, school, and community. 7.1.K.B.*
- *Identify choices to meet needs. 6.1.K.C.*
- *Identify individuals who volunteer in the community. 6.5.K.A.*
- *Demonstrate responsibilities in the classroom. 5.1.K.E.*
- *Identify responsibilities at school. 5.2.K.A.*
- *Identify chronological sequence through days, weeks, months, and years (calendar time). 8.1.K.A.*
- *Identify American people related to national holidays. 8.3.K.A.*

Grade 1 Priority Standards

- *Identify geographic tools. 7.1.1.A.*
- *Describe places in geographic reference in physical features. 7.1.1.B.*
- *Identify choice based on needs versus wants. 6.1.1.C.*
- *Identify specialization of work in the community. 6.4.1.A.*
- *Describe students' responsibilities in the school and community. 5.1.1.A.*
- *Identify holiday and cultural celebrations in a community and why they are celebrated. 8.2.1.C.*
- *Identify Americans who played a significant role in American history. 8.3.1.A.*
- *Explain why cultures celebrate. 8.4.1.A.*

Grade 2 Priority Standards

- *Describe regions in geographic reference using physical features. 7.1.7.B.*
- *Identify the physical characteristics of places. 7.2.2.A.*
- *Identify community wants and needs. 6.1.2.B.*
- *Explain the purposes of rules and their consequences in the classroom and school community. 5.1.2.A.*
- *Identify the role government places in the community (education, transportation) 5.3.2.A.*
- *Apply sources of historical information. 8.1.2.C.*
- *Identify American artifacts and their importance in American history*
- *Identify how cultures have commemorations and remembrances. 8.4.2.C*

Grade 3 Priority Standards

- *Identify the roles of the three branches of government. 5.3.3.A.*
- *Identify key ideals of the form of government practiced in the United States. 5.3.3.J.*
- *Describe how buyers make choices about their wants and needs through purchases. 6.4.3.D.*
- *Describe how different businesses meet the needs and wants of families. 6.5.3.C.*
- *Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history. 8.3.3.A.*
- *Identify and describe historical documents, artifacts, and places critical to United States history. 8.3.3.B.*

- Identify and describe how continuity and change have impacted U.S. history. 8.3.3.C.
- Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US. 8.3.3.D.

Grade 4 Priority Standards

- Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania. 8.2.4.A.
- Locate historical documents, artifacts, and places critical to Pennsylvania history. 8.2.4.B.
- Explain how continuity and change in Pennsylvania history have influenced personal development and identity. 8.2.4.C.
- Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania 8.2.4.D.
- Differentiate common characteristics of the social, political, cultural and economic groups in United States history. 8.3.4.A.
- Locate historical documents, artifacts, and places critical to United States history. 8.3.4.B.
- Explain how continuity and change in U.S. history have influenced personal development and identity. 8.3.4.C.
- Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States. 8.3.4.D.

Grade 5 Priority Standards

- Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania. 8.2.5.A.
- Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history. 8.2.5.B.
- Differentiate how continuity and change in Pennsylvania history are formed and operate. 8.2.5.C.
- Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. 8.2.5.D.
- Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history. 8.3.5.A.
- Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history. 8.3.5.B.
- Differentiate how continuity and change in U.S. history are formed and operate. 8.3.5.C.
- Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. 8.3.5.D.

Grade 6 Priority Standards

- Explain the social, political, cultural, and economic contributions of individuals and groups to world history. 8.4.6.A.
- Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.6.B.
- Explain how continuity and change have impacted world history. 8.4.6.C.
- Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world. 8.4.6.D.
- Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.5.6-8.A.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC.8.5.6-8.D.
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CC.8.5.6-8.G.

Grade 7 Priority Standards

- Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 8.4.7.A.
- Explain the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.7.B.
- Differentiate how continuity and change have impacted world history. 8.4.7.C.
- Explain how conflict and cooperation among groups and organizations have impacted the history of the world. 8.4.7.D.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CC.8.5.6-8.B.
- Describe how a text presents information (e.g., sequentially, comparatively, and causally). CC.8.5.6-8.E.
- Distinguish among fact, opinion, and reasoned judgment in a text. CC.8.5.6-8.H.

Grade 8 Priority Standards

- Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. 8.3.8.A.
- Evaluate the importance of historical documents, artifacts and places critical to United States history. 8.3.8.B.
- Summarize how continuity and change have impacted U.S. history. 8.3.8.C.
- Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. 8.3.8.D.
- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CC.8.5.6-8.C.
- Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts). CC.8.5.6-8.F.
- Analyze the relationship between a primary and secondary source on the same topic. CC.8.5.6-8.I.

Grade 9 Priority Standards

- Compare the role groups and individuals play in the social, political, cultural, and economic development of the U.S. 8.3.9.A.
- Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.3.9.B.
- Analyze how continuity and change have impacted the United States. 8.3.9.C.
- Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. 8.3.9.D.
- Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy. 8.3.C.A.
- Compare and contrast the basic principles and ideals found in significant documents. 8.3.C.B.
- Analyze the principles and ideals that shape United States government. 8.3.C.C.
- Analyze the role political symbols play in civil disobedience and patriotic activities. 8.3.C.D.
- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.A.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.D.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. CC.8.5.9-10.G.

Grade 10 Priority Standards

- Compare the role groups and individuals play in the social, political, cultural, and economic development of the U.S. 8.3.U.A.
- Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.3.U.B.
- Evaluate how continuity and change have impacted the United States. 8.3.U.C.
- Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. 8.3.U.D.
- Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy. 8.3.C.A.
- Compare and contrast the basic principles and ideals found in significant documents. 8.3.C.B.
- Analyze the principles and ideals that shape United States government. 8.3.C.C.
- Analyze the role political symbols play in civil disobedience and patriotic activities. 8.3.C.D.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.B.
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.C.
- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.E.
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CC.8.5.9-10.F.
- Assess the extent to which the reasoning and evidence in a text support the author's claims. CC.8.5.9-10.H.
- Compare and contrast treatments of the same topic in several primary and secondary sources. CC.8.5.9-10.I.

Grade 11 Priority Standards

- Evaluate the role groups and individuals play in the social, political, cultural, and economic development throughout world history. 8.4.W.A.
- Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.W.B.
- Evaluate how continuity and change have impacted the world today. 8.4.W.C.
- Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. 8.4.W.D.
- Evaluate the effectiveness of various international organizations, both governmental and non-governmental. 8.4.C.A.
- Compare and contrast the basic principles and ideals found in significant documents. 8.4.C.B.
- Employ historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. 8.4.C.C.
- Analyze strategies used to resolve conflicts in society and government. Evaluate the role of nationalism in uniting and dividing citizens. 8.4.C.D.
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CC.8.5.11-12.A.
- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. CC.8.5.11-12.D.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CC.8.5.11-12.G.

Grade 12 Priority Standards

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