

Benchmark Advance HSS Alignment

Grade K				
Grade	Unit	Topic	2008 Standards	2014-16 Standards
K	1	Rules at Home and School	<p>K.1 Students understand that being a good citizen involves acting in certain ways.</p> <p>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p>	Learning and Working Together
K	5	Technology at Home and School	<p>K.6 Students understand that history relates to events, people, and places of other times.</p>	<p>Work Now and Long Ago</p> <p>Reaching Out to Times Past</p>
K	7	Holidays and Celebrations	<p>K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.</p> <p>K.6 Students understand that history relates to events, people, and places of other times.</p>	National and State Symbols
K	9	Meeting Our Needs and Wants	<p>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p> <p>K.6 Students understand that history relates to events, people, and places of other times.</p>	<p>Work Now and Long Ago</p> <p>Reaching Out to Times Past</p>

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Grade 1				
Grade	Unit	Topic	2008 Standards	2014-16 Standards
1	1	Being a Good Community Member	1.1 Students describe the rights and individual responsibilities of citizenship.	The Rights and Responsibilities of Citizenship Geography of the Community
1	5	Technology at Work	1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same. 1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.	Life Today and Long Ago Economics: Goods and Services
1	7	Past, Present, and Future	1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time. 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.	Symbols, Icons, and Traditions of the United States
1	9	We Use Goods and Services	1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.	Economics: Goods and Services

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Grade 2				
Grade	Unit	Topic	2008 Standards	2014-16 Standards
2	1	Government at Work	<p>2.3 Students explain governmental institutions and practices in the United States and other countries.</p> <p>2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</p>	<p>Government Institutions and Practices</p> <p>Biographies: People Who Made a Difference</p>
2	5	Solving Problems Through Technology	<p>2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</p>	<p>Biographies: People Who Made a Difference</p>
2	7	Investigating the Past	<p>2.1 Students differentiate between things that happened long ago and things that happened yesterday.</p>	<p>Families Today and in the Past</p>
2	9	Buyers and Sellers	<p>2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.</p>	<p>Economics: People Who Supply Our Goods and Services</p>

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Grade 3				
Grade	Unit	Topic	2008 Standards	2014-16 Standards
3	1	Government for the People	<p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <p>3.2 Students describe the American Indian nations in their local region long ago and in the recent past.</p>	<p>American Indians of the Local Region</p> <p>American Citizens, Symbols, and Government</p>
3	7	Communities Then and Now	<p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p>	<p>Development of the Local Community: Change Over Time</p>
3	9	Spending Time and Money	<p>3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p>	<p>Economics of the Local Region: Choices, Costs, and Human Capital</p>

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Grade 4				
Grade	Unit	Topic	2008 Standards	2014-16 Standards
4	1	Government in Action	<p>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</p> <p>4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</p>	<p>Physical and Human Geographic Features that Define California</p> <p>Local, State, and Federal Governments</p>
4	5	Technology for a Green Future	<p>4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</p>	<p>Local, State, and Federal Governments</p>
4	7	Developing a Nation	<p>4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</p> <p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p>	<p>The Gold Rush and Statehood</p> <p>California as an Agricultural and Industrial Power</p>
4	9	Resources and Their Impact	<p>4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p>	<p>Missions, Ranchos, and the Mexican War for Independence</p> <p>California as an Agricultural and Industrial Power</p>

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Grade 5				
Grade	Unit	Topic	2008 Standards	2014-16 Standards
5	1	The U.S. Constitution: Then and Now	5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.	The Development and Significance of the U. S. Constitution
5	5	Technology's Impact on Society	5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.	Settling the Colonies
5	7	Conflicts That Shaped a Nation	5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers. 5.6 Students understand the course and consequences of the American Revolution.	Cooperation and Conflict in North America Settling the Colonies The Road to War The American Revolution
5	9	The Economic Development of Cities	5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.	Life in the Young Republic

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Grade 6				
Grade	Unit	Topic	2008 Standards	2014-16 Standards
6	1	Beyond Democracy	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.	Ancient Greece
6	5	Technology in the 21st Century	6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	The Early Civilizations of Mesopotamia, Egypt, and Kush
6	7	Achievements of Ancient Cultures	6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.	The Early Civilizations of Mesopotamia, Egypt, and Kush Ancient Greece The Early Civilizations of China The Development of Rome
6	9	Economic Expansion	6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	The Early Civilizations of China