

**MCF BENCHMARKS TABLE (by Content Area)**  
**Social Studies benchmarks identified in this LCU**

<b>Strand I: Historical Perspective</b>		
<b>Standard 1: Time and Chronology</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Activities</b>
SOC.I.1.EE.3	3. Distinguish among the past, the present and the future.	2.2 - "Do I Have To?"
SOC.I.1.EE.4	4. Place events of their lives and the lives of others in chronological order.	2.2 - "Do I Have To?"
<b>Strand II: Geographic Perspective</b>		
<b>Standard 1: People, Places and Cultures</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Activities</b>
SOC.II.1.EE.1	1. Describe the human characteristics of places and explain some basic causes for those characteristics.	1.1 - "What's All Around Me?", 3.1 - "How Did That Get There?", 3.2 - "People are People", 3.3 - "Dream a Little Dream"
SOC.II.1.EE.2	2. Describe the natural characteristics of places and explain some basic causes for those characteristics.	1.1 - "What's All Around Me?", 3.1 - "How Did That Get There?", 3.3 - "Dream a Little Dream"
<b>Standard 2: Human Environment Interaction</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Activities</b>
SOC.II.2.EE.1	1. Describe how people use the environment to meet human needs and wants.	1.2 - "Things I Need", 2.2 - "Do I Have To?" 3.3 - "Dream a Little Dream"
SOC.II.2.EE.2	2. Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.	2.1 - "YOU-Mart: We've Got What You Need" 2.3 - "Time Machine"
SOC.II.2.EE.3	3. Suggest ways the people can help improve their environment.	Section 2 evaluation
<b>Standard 3: Location, Movement and Connections</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Activities</b>
SOC.II.3.EE.1	1. Identify locations of significance in their immediate environment and explain reasons for their location.	3.3 - "Dream a Little Dream"
SOC.II.3.EE.2	2. Identify people and places in other locations and explain their importance to the community.	3.2 - "People are People" 3.3 - "Dream a Little Dream"
<b>Standard 4: Regions, Patterns and Processes</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Activities</b>
SOC.II.4.EE.1	1. Identify regions in their immediate environment and describe their characteristics and boundaries.	3.3 - "Dream a Little Dream"
SOC.II.4.EE.2	2. Compare their community and region with others.	1.3 - "Dear Community: Where Do You Live?" 3.3 - "Dream a Little Dream"
SOC.II.4.EE.3	3. Describe changes in the region over time as well as presently.	2.3 - "Time Machine"

## Social Studies (continued)

<b>Strand III: Civic Perspective</b>		
<b>Standard 1: Purposes of Government</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Activities</b>
SOC.III.1.EE.2	2. Describe consequences of not having rules.	2.2 - "Do I Have To?"
<b>Standard 4: American Government and Politics</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Activities</b>
SOC.III.4.EE.1	1. Identify rules at school and in the local community and consider consequences for breaking rules.	2.2 - "Do I Have To?" 3.1 - "How Did That Get There?"
SOC.III.4.EE.2	2. Describe fair ways for groups to make decisions.	CREATE YOUR OWN COMMUNITY LESSON

<b>Strand IV: Economic Perspective</b>		
<b>Standard 2: Business choices</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Activities</b>
SOC.IV.2.EE.1	1. Connect economic needs with businesses that meet them.	1.2 - "Things I Need", 2.1 - "YOU-Mart: We've Got What You Need"
SOC.IV.2.EE.2	2. Select a particular good or service and describe the types of resources necessary to produce and distribute it.	1.2 - "Things I Need"
<b>Standard 3: Role of Government</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Activities</b>
SOC.IV.3.EE.1	1. Describe a good or service provided by the local government and the method of payment.	CREATE YOUR OWN COMMUNITY LESSON
<b>Standard 4: Economic Systems</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Activities</b>
SOC.IV.4.EE.1	1. Identify examples of markets they experience in their daily life.	1.2 - "Things I Need", 2.1 - "YOU-Mart: We've Got What You Need"
SOC.IV.4.EE.3	3. Describe how the choices they make impact business decisions.	2.1 - "YOU-Mart: We've Got What You Need"

## Social Studies (continued)

<b>Strand V: Inquiry</b>		
<b>Standard 1: Information Processing</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Activities</b>
SOC.V.1.EE.1	1. Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables.	<i>Note: The benchmarks from Strand V apply generally to activities throughout the CD ROM and most notably the evaluations for each section found in the teachers section. They are also applicable to the "Create Your Own Community" Lesson.</i>
SOC.V.1.EE.2	2. Acquire information from observation of the local environment.	
SOC.V.1.EE.3	3. Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.	
<b>Standard 2: Conducting Investigations</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Activities</b>
SOC.V.2.EE.1	1. Pose a question about life in their school or local community.	
SOC.V.2.EE.2	2. Gather and analyze information in order to answer the question posed.	
SOC.V.2.EE.3	3. Construct an answer to the question posed and support their answer with evidence.	
SOC.V.2.EE.4	4. Report the results of their investigation.	

## English Language Arts benchmarks identified in this LCU

Standard 1: Meaning and Communication		
Code	Benchmark	Activities
ELA.1.EE.1	1. Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures	<i>Note: The ELA Benchmarks apply generally to activities throughout the CD ROM and most notably the evaluations for each section found in the teachers section. They are also applicable to the "Create Your Own Community" Lesson.</i>
ELA.1.EE.3	3. Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions	
ELA.1.EE.4	4. Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.	
ELA.1.EE.5	5. Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.	

Standard 2: Meaning and Communication		
Code	Benchmark	Activities
ELA.2.EE.1	1. Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.	

Standard 3: Meaning and Communication		
Code	Benchmark	Activities
ELA.3.EE.1	1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.	
ELA.3.EE.2	2. Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response.	
ELA.3.EE.5	5. Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.	
ELA.3.EE.6	6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.	

## English Language Arts (continued)

Standard 4: Language		
Code	Benchmark	Activities
ELA.4.EE.5	5. Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.	

Standard 5: Literature		
Code	Benchmark	Activities
ELA.5.EE.3	3. Describe how characters in literature and other texts can represent members of several different communities.	

Standard 7: Skills and Process		
Code	Benchmark	Activities
ELA.7.EE.4	4. Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.	

Standard 9: Depth of Understanding		
Code	Benchmark	Activities
ELA.9.EE.1	1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.	