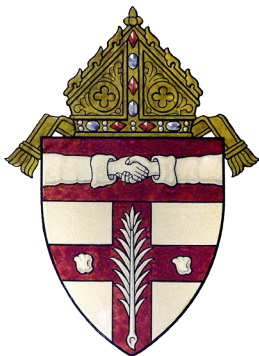


Social Studies Academic Standards



Diocese of Owensboro, Kentucky
Revised 2006

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DIOCESE OF OWENSBORO

Jim Mattingly, Superintendent

COMMITTEE FOR TOTAL CATHOLIC EDUCATION

Rev. Larry Hostetter
Priests' Representative

Jeanne Nash
Paducah Deanery

Rev. John Thomas
Priests' Representative

John Broxon
At Large Representative

Sr. Ethel-Marie Biri, SSND
Council of Religious Representative

Pat Cairney
At Large Representative

Sr. Karla Kaelin
Council of Religious Representative

Bob Davis
At Large Representative

TBD
Bowling Green Deanery Representative

Donna Jo Bugg
Teacher Representative

TBD
Central Deanery Representative

Jim Mattingly
Catholic Pastoral Center Staff

Bill Grant
Eastern Deanery Representatives

Ann Flaherty
Catholic Pastoral Center Staff

Barbara Koonce
Fancy Farm Deanery Representative

Elaine Robertson
Catholic Pastoral Center Staff

Patti Brown
Hopkinsville Deanery

Mel Howard
Catholic Pastoral Center Staff

George Barber
Lakes Deanery Representative

Melinda Prunty
Catholic Pastoral Center Staff

Donna Favors
Owensboro Deanery Representative

Ben Warrell
Catholic Pastoral Center Staff

DIOCESAN CURRICULUM COMMITTEE

Jan Lange, Principal
St. Joseph School, Bowling Green

Jim Mattingly, Superintendent
Diocese of Owensboro Catholic Schools

Julie Renshaw, Teacher
Owensboro Catholic Middle School

Ann Flaherty, Assistant Superintendent
Diocese of Owensboro Catholic Schools

SOCIAL STUDIES SUBJECT AREA COMMITTEE

Lisa Clark, Teacher
St. Mary Middle School

St Mary Elementary

Linda Mitcham, Teacher
St. Romuald Interparochial School

Scott Lowe, Counselor
Owensboro Catholic High School

Diane Fulkerson, Teacher
Owensboro Catholic Schools, K-3

Tracy Conkright, Principal
Owensboro Catholic Schools, 4-6

Amy Hagan, Teacher
Holy Name School

Ann Flaherty, Assistant Superintendent
Diocese of Owensboro Catholic Schools

Laura Lambert, Teacher
St. Mary High School

Erin Kamuf, Teacher
Mary Carrico Elementary

Connie Critchelow, Teacher
St Romuald Interparochial School

Owensboro Catholic Middle School

Vickie Warren, Diff. Specialist
Owensboro Catholic Schools

Beth Crafton, Teacher
Holy Name School

Cheri Phillips, Teacher
Holy Name School

The curriculum in the Catholic School should reflect the four interrelated purposes of catechesis: "to proclaim the mysteries of the faith, to foster community, to encourage worship and prayer, and to motivate service to others. (NCD, #215)

Indeed this IS the mission of the Catholic Schools in the Diocese
of Owensboro.

**The mission of the Catholic Schools of the
Diocese of Owensboro is to share in the Church's
mission, to proclaim the message of Jesus Christ as
lived out in the Catholic Church which creates a
worshipping community of believers whose service is
a witness of their Christian love.**

CURRICULUM PLAN FOR THE DIOCESE OF OWENSBORO

The Curriculum Committee for Schools of the Diocese of Owensboro, Kentucky was established in April 1994 to provide direction in developing the curricula for all subject areas. In the flux of national reform in education, the committee established the need for assessing the curriculum that is presently in use. In order to provide direction, there was also a need for a long term, comprehensive curriculum plan. A time line was established for assessing and developing a curriculum that would be consistent with the teachings of the Catholic Church, would address educational reform, and would include the requirements for the Kentucky Non-Public School Certification Process.

Diocese of Owensboro Textbook Adoption Process						
Subject Area	Curriculum Revision	Textbook Selection	Approval by Diocesan Curriculum Committee	Approval by PACESS	Approval by Committee for Total Catholic Education	Purchase Textbooks
Group I - Language Arts, Reading and Literature	2010 - 2011 <i>Complete by 4/30/11</i>	2010 - 2011 <i>Complete by 4/30/11</i>	May, 2011	May, 2011	May, 2011	July, 2011
Group II - Social Studies	2005 - 2006 <i>Complete by 4/30/06</i>	2006 - 2007 <i>Complete by 4/30/07</i>	May, 2007	May, 2007	May, 2007	July, 2007
Group III - Science	2006 - 2007 <i>Complete by 4/30/07</i>	2007 - 2008 <i>Complete by 4/30/08</i>	May, 2008	May, 2008	May, 2008	July, 2008
Group IV - Mathematics	2007 - 2008 <i>Complete by 4/30/08</i>	2008 - 2009 <i>Complete by 4/30/09</i>	May, 2009	May, 2009	May, 2009	July, 2009
Group V - Vocational Studies and Practical Living	2008 - 2009 <i>Complete by 4/30/09</i>	2009 - 2010 <i>Complete by 4/30/10</i>	May, 2010	May, 2010	May, 2010	July, 2010
Group VI - Arts and Humanities, Religion	2009 - 2010 <i>Complete by 4/30/10</i>	2009 - 2010 <i>Complete by 4/30/10</i>	May, 2010	May, 2010	May, 2010	July, 2010

Subject area committee efforts will focus on student learning. It is recommended to teachers that planning, written curriculum guides, textbooks, assessments, etc. be seen as means for student learning. All processes should be developed to ensure continuous improvement of the curriculum.

The Diocesan Curriculum Committee consensually agreed that the curriculum for each subject area would be developed and completed according to the curriculum plan. Textbooks and/or materials would be chosen to support the Curriculum Guide.

It was also agreed that a Curriculum Committee would be established for each subject. Each committee needs to explore the present status, refer to all available resources, and develop content guidelines for Grades K-12.

Introduction

Social Studies is one tool that could promote humanity to a higher plane. The study of social studies is full of promise for the serious student. People, as thinking creatures, can intensely look at historical perspective, geography, economics, government, and culture in planning for a future of promise. These are powerful tools if used for the advancement of humanity and useless relics if ignored. The term “for the common good” is still appropriate in regards to a democratic society. Social Studies is the only tool that predicts social growth or stagnation based on the past and current trends. People must assume responsibility for promoting the common good. Social Studies provides the raw materials needed to move democracy forward into the future.

Social Studies provides knowledge and skills for a variety of purposes. The student must be prepared to carry forward the ideals of our republic and be visionary in order to see a better world emerge in the 21st century. Educators have the means and the knowledge to be a liberating force in the world by providing the essential bridge between social studies learning and life in the real world. The first priority must be to develop good citizens who will secure the future of people as a free nation and extend those benefits throughout the world.

Citizens can only preserve and protect if they have a knowledge base in the social studies that includes historical perspective, geography, economics, government, and culture. Students well versed in these can actualize democracy by researching, planning, solving, interpreting, understanding, researching, and organizing for the future. They will understand the rule and law and the limitations to freedom. Social studies in action will provide leaders, citizens, scholars, and artisans who are tolerant to all cultures and races and have a basic respect for human dignity.

The Church is a rich treasure of wisdom in our attempt to build a modern society. In times of great moral challenges, widespread violence, racism, and diminished respect for human life, the call of the Church must echo justice. The social studies student cannot be a complete person unless he hears the call to value all human life and respect the dignity of the human person. The call promoting family, community, and participation in society are a basic promotion of the common good. In democracy there are rights; however, rights can only be protected if responsibilities are accepted. Responsibility does not focus on self but on family and the larger society. The world sees both growing prosperity and growing poverty, which are creating deepening divisions. A democracy must tend the needs of the poor and the vulnerable to survive. The dignity of work and the rights of the worker must be protected in order to have an economy that protects human rights, life, and dignity. Individuals cannot become isolationist and indifferent to the problems of the world. The interdependence of the world makes all nations and peoples their brother’s keeper in a real sense, responsible for “The Common Good”.

Academic Expectations

Academic expectations for Social Studies are organized into five areas of study:

Historical Perspective:

History is an interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for the future, they must understand the past. Students must be able to understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective. Students must be open to different interpretations of history as information is revealed.

Geography:

Geography is the study of people, places, and environments. Environment impacts people and people impact environment. Understanding the world and its delicate balance are essential in man's survival and the relationships among the races. A geographic perspective allows better understanding of the past and preparation for the future. Knowledge of geography will allow application to real-life situations. The study of the complexity of the earth will assist in dealing with the complexity of people from different regions.

Economics:

Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect themselves, others, the nation, and the world as a whole. Students must be able to reconcile unlimited wants with limited resources. Students must understand the effects of economic decisions in daily living. Students must value economic institutions and their attempt to deal with scarcity. Students should understand how markets enable the exchange of goods and services.

Government and Civics:

Citizenship entails an understanding of the nature of government and the unique qualities of a democracy including fundamental rights, structure, and the role of the citizen. Students must apply justice, equality, responsibility, and freedom to life. Students need to understand and be able to describe various forms of government, and analyze rights and responsibilities within each. Students must have a working knowledge of the basic documents of the U. S. government.

Culture and Society:

Culture is the way of life shared by a group of people. Culture includes ideas, religion, traditions, philosophy, social rules and institutions. Students need to analyze human behavior based on the major components of culture. Students should interact and work cooperatively with diverse groups throughout the world based on their knowledge of culture. Students need to understand that culture relates directly to environment, economy, religion, education, family, and government.

PRIMARY SOCIAL STUDIES

K-4

The Social Studies program for the Primary grades is divided into five areas of study: Historical Perspective, Geography, Economics, Government and Civics, and Culture and Society. Essential content and skill areas are divided by the major categories. They describe a comprehensive program to be completed in the primary years. This guide is set up by grade level; however, skills and content are repeated on advanced levels based on grade, style of learning, and basic growth and development of children. Incorporated into the program are the following Standards and Themes:

The National Standards in History for primary grades:

1. Chronological Thinking
2. Historical Comprehension
3. Historical Analysis and Interpretation
4. Historical Research Capabilities
5. Historical Issues - Analysis and Decision-Making

The National Standards in Geography K-4:

By the end of the fourth grade the student knows and understands:

1. The characteristics and purposes of geographic representation - such as maps, globes, photographs, etc.
2. The characteristics and purposes of tools and technologies - such as reference works, and computer-based information.
3. How to display spatial information on maps and other geographic representations.
4. How to use appropriate geographic tools and technologies.

The Themes of Social Studies based on the National Council for Social Studies:

1. Culture – *National Standards for History*
2. Time, Continuity, and Change – *National Standards for History*
3. People, Places, and Environment – *National Standards for History and Geography*
4. Individual Development and Identity – *National Standards for History and Geography*
5. Individuals, Groups, and Institutions – *National Standards for History and Geography*
6. Power, Authority, and Governance – *National Standards for Civics and Government*
7. Production, Distribution, and Consumption - *National Standards for Economics*
8. Science, Technology, and Society – *National Standards for History, Geography, and Economics*
9. Global Connections – *National Standards for History*
10. Civic Ideals and Practices – *National Standards for Civics and Government*

KINDERGARTEN

HISTORICAL PERSPECTIVE (National Standards for History 1, 4)

- X identify changes in families, schools, neighborhoods
- X understand how basic needs of food, shelter, and clothing were met by families of long ago
- X identify famous persons and their contributions: (Johnny “Appleseed” Chapman, George Washington, Abraham Lincoln, Martin Luther King, Jr.)
- X discuss the First Thanksgiving and Native Americans
 - X homes, clothing, food, and weapons
 - X Pilgrims
 - X Native Americans
 - X Mayflower, hardships, clothing and help from Native Americans
 - X identify holidays and their importance

GEOGRAPHY (National Standards for Geography 1, 3, 4, 9, 16, 17)

- X identify calendar concepts such as months of the year and days of the week
- X identify globe as scale model of earth
- X use basic maps, charts, graphs, and globes
- X use simple direction terms
- X distinguish physical features on maps and globes - water, land, and mountains
- X show the location of the continent of North America, the country of the United States, and state of Kentucky on a world map
- X recognize names of oceans and continents
- X recognize differences in seasons and climates
- X recognize and use simple conservation techniques - water, soil

ECONOMICS (National Standards for Economics 1, 6, 11)

- X distinguish differences between needs and wants
- X discuss career jobs and the variety of jobs possible
- X identify monetary value of coins and bills - penny, nickel, dime, one dollar, five dollars

GOVERNMENT AND CIVICS (National Standards for Civics and Government 1, 2, 5)

- X gain an understanding of the Pledge of Allegiance which has been memorized
- X identify basic symbols of our country - flag
- X realize the importance of rules and laws in helping people live together
- X identify the importance of voting and participating in decision/voting activities
- X identify with the concept: voting gives persons power, the right to vote, the responsibility to vote, registering to vote, marking a ballot, and voting at a polling place

CULTURE AND SOCIETY (National Standards for History 1, 3)

- X discuss uniqueness of self
- X discuss similarities and differences in people, families, and communities
- X discuss differences in roles of family members, people in school and their community
- X discuss cooperation, sharing and working together

- X learn about settling conflict through dialogue and problem solving techniques
- X discuss sharing talents and gifts in order to help those around us

GRADE 1

HISTORICAL PERSPECTIVE (National Standards for History 1, 3, 4)

- X describe changes in families, schools, neighborhoods
- X investigate how basic needs of food, shelter, and clothing were met by families of long ago
- X investigate famous persons and their contributions (Johnny “Appleseed” Chapman, Columbus, Martin Luther King, Jr., George Washington, Abraham Lincoln, Thomas Jefferson, Harriet Tubman, Susan B. Anthony, Jane Goodall, and the Wright Brothers)
- X identify holidays and their importance
- X understand time relationships: past, present and future
- X identify changes in government and geography, etc.

GEOGRAPHY (National Standards for Geography 1-4, 7-9)

- X use calendar concepts of months and days in relation to classroom calendar
- X use and read basic maps, charts, graphs, and globes
- X use direction and location terms
- X investigate and distinguish physical features on maps and globes (water, land, mountains, etc.)
- X locate the continent of North America, the country of the United States, neighboring countries, oceans near the United States and the state of Kentucky on a World Map
- X discuss differences in seasons and climates
- X investigate and participate in simple conservation techniques: water, soil, and energy

ECONOMICS (National Standards for Economics 1-4, 6, 7)

- X understand differences between needs and wants
- X explore careers and the variety of jobs possible
- X realize that jobs are a way to earn money
- X discuss goods and services in relation to school and the local/regional business in order to meet consumer needs
- X recognize money as a way to purchase goods and/or services
- X identify coins (penny, nickel, dime, quarter) and bills (one, five and ten dollars) and identify their monetary value
- X identify correct symbols for money - ¢ and \$

GOVERNMENT AND CIVIC (National Standards for Civics and Government 1, 2, 4)

- X understand the concepts in the Pledge of Allegiance
- X identify and understand basic symbols of our country
- X understand the basic concept of citizenship and democracy
- X identify and apply democratic principles in relationships with peers
- X examine concepts of prejudice and discrimination
- X discuss the need for leadership and government
- X identify the importance of voting and participate in decision/voting activities

- X review the concepts of voting: gives people power, the right to vote, the responsibility to vote, registering to vote, marking a ballot, and voting at a polling place

CULTURE AND SOCIETY – (National Standards for History 1, 3)

- X discuss responsibilities for personal belongings and respect for others' belongings
- X display self-control and self-discipline
- X identify contributions and roles of people, families, and communities/cultures
- X cooperatively participate in group activities
- X recognize the differences in roles of family members, of people in their school and their community
- X discuss problem-solving techniques and dialogue to settle conflicts
- X recognize the importance of sharing talents and gifts in order to help those around us
- X discuss current events of the time provided by television, newspapers and magazines
- X discuss cultural and social changes in their community

GRADE 2

HISTORICAL PERSPECTIVE (National Standards for History 1, 3)

- X define history as the story of our past
- X identify Native Americans as the first people to live in America
- X describe the settlement of Jamestown
- X realize that America fought against England to become free
- X explain the movement west across America
- X recognize that a diagram shows parts of an object
- X identify some of the important people in our country's history: Columbus, Martin Luther King, Jr., George Washington, Abraham Lincoln, Thomas Jefferson, Harriet Tubman, the Wright Brothers, the current President
- X identify Washington, D.C. as our country's capital
- X recognize the United States flag as a symbol of the United States
- X read and interpret a time line
- X recognize special holidays: Flag Day, Independence Day, Memorial Day, Labor Day, Thanksgiving, Presidents' Day, Martin Luther King Day, etc.
- X identify sources for historical evidence – history museum, etc.

GEOGRAPHY (National Standards for Geography 1-7, 9, 14, 16)

- X identify earth as our home
- X locate the United States and its neighbors on a map
- X locate the North Pole, the South Pole, and the equator on a globe
- X describe the major types of landforms and bodies of water found on the earth (continents and oceans)
- X read a simple landform map
- X read product maps
- X use grid maps
- X identify natural resources as materials from the earth that people use
- X identify the use of the compass rose

ECONOMICS (National Standards for Economics 1-3, 7, 11)

- X realize that people everywhere have needs and wants
- X realize that people work to earn money
- X explain how people use banks
- X define goods and services
- X discuss production and distribution of products
- X identify the uses of a factory
- X distinguish between farm products and factory products
- X read and interpret pictographs, bar graphs, and flow charts

GOVERNMENT AND CIVICS (National Standards for Civics and Government 1, 3)

- X recognize that people in groups work together, cooperate, and share
- X define rules and laws and the importance of each

- X identify basic rules and laws
- X identify safety signs
- X describe the voting process as the way people choose leaders
- X realize that people work together in groups both in the United States and in other countries
- X introduce US government

CULTURE AND SOCIETY (National Standards for History 1-4)

- X recognize that neighborhoods have similarities and differences
- X realize that every neighborhood changes over time
- X recognize that communities may vary in size and structure
- X recognize that people live in communities both in the United States and in other countries
- X locate places in a neighborhood on a map
- X trace a route on a map
- X determine how to read a calendar

GRADE 3

HISTORICAL PERSPECTIVE (National Standards for History 1-4)

- X explain that history is a story of the past
- X realize communities have histories
- X explore the aspects of communities in Kentucky
- X know the United States began with the thirteen colonies
- X identify various Native American communities
- X identify people and events who have influenced history: George Washington, Abraham Lincoln, Ben Franklin, Abigail Adams, Sojourner Truth
- X discuss Spanish influence in the United States
- X identify types of travel throughout history
- X use time lines when applying knowledge of people, places and events
- X discuss primary and secondary sources

GEOGRAPHY (National Standards for Geography 1-9, 12, 14-16)

- X identify landforms, bodies of water and natural resources
- X define geography as the study of the landforms, bodies of water, climate, and natural resources of a place, the distribution of plant and animal life
- X explain the importance of geography in helping people make decisions about their community
- X recognize that a community's location, climate, and natural resources affect the way it grows and changes
- X describe various landforms and climates of specific communities
- X locate major cities of the United States on a map
- X use maps, scales of maps, charts and graphs
- X name and identify the continents and oceans

ECONOMICS (National Standards for Economics 1-5, 7, 8, 11)

- X explain that people have basic needs that must be met
- X describe how a community provides goods and services to help people meet their needs
- X describe how communities provide different kinds of goods and services depending upon the needs of the individual
- X explain the connection of work, jobs, and money to purchasing goods and services
- X explain the need to direct industrial growth of a community to prevent damage to the environment
- X identify fundamental economic concepts (wants, needs, supply and demand, scarcity, opportunity costs, etc.)
- X define producers and consumers
- X describe farm products and the journey to markets/groceries
- X describe an assembly line in factories

GOVERNMENT AND CIVICS (National Standards for Civics and Government 1-3, 5)

- X explore how a community is governed

- X explain the importance of laws and rules for the well-being of a community
- X explain that laws are made by government officials for the good of the community
- X explain that most communities are governed by an elected mayor and council
- X define tax as money people pay to support their government
- X identify characteristics of being good citizens
- X describe how citizens of a community can work together to solve problems
- X explore how local, state, and federal government works
- X explore the voting process
- X identify the offices and jobs of the city government

CULTURE AND SOCIETY (National Standards for History 1-4)

- X explain interdependence of people in communities
- X define a community as a place where groups of people live and work
- X identify special customs people share in a community
- X recognize that people in a community work together to achieve goals
- X identify common customs, beliefs, and behavior that form the culture of a community
- X compare life in the colonies to life in the U.S. today
- X compare and contrast different types of communities
- X discuss cultures coming together to form a community
- X identify and describe cultural holidays and important events in Kentucky and in the regions of the United States
- X discuss current events and their impact on life

GRADE 4

HISTORICAL PERSPECTIVE (National Standards for History 1-4)

- X describe Kentucky's history from settlement to statehood
- X identify Kentucky explorers
- X identify significant individuals and historical events of Kentucky
- X give examples and reasons for changes in Kentucky and in the United States
- X show connections between the past and present
- X develop a timeline of the settlement of Kentucky
- X recognize and use primary and secondary sources
- X identify important buildings, statues and monuments
- X describe the historical relationship between cultural characteristics and the environment throughout the history of Kentucky
- X show connections of groups of Native Americans and their shelters within their specific physical region

GEOGRAPHY (National Standards for Geography 1- 9, 12-16)

- X locate the major landforms and bodies of water of Kentucky and the United States
- X identify and name symbols of Kentucky
- X compare regions of Kentucky and the United States
- X identify the states and capitals of the United States
- X recognize continents and states by their outline
- X discuss major physical features of Kentucky and the United States
- X compare the characteristics of regions of the United States
- X compare how areas of the regions have changed
- X discuss reasons for the movement of people/settlers
- X demonstrate the ability to use social studies tools: maps, charts, circle and line graphs, timelines
- X point out major reference points on maps - latitude, longitude, map scale
- X read road maps and elevation maps
- X identify and name major landmarks of Kentucky and the United States

ECONOMICS (National Standards for Economics 1- 7, 10- 11)

- X examine the role that resources play in the economy
- X identify the natural resources, goods, and services produced in the United States
- X recognize the economic importance of each region of the United States
- X explore the methods of producing goods
- X explain in simple terms how opportunity, scarcity, and supply influence decision making
- X describe the impact of changing modes of transportation, communication, and technology
- X gather economic information by reading charts containing historical economic data
- X convert data from numerical form to graphic form

GOVERNMENT AND CIVICS (National Standards for Civics and Government 1-5)

- X demonstrate rights and responsibilities of citizens
- X explain purposes of government and reasons for laws
- X explain the student's role in being a responsible citizen
- X name the major political leaders of Kentucky and the nation
- X identify and examine the three branches of government
- X explore ways to make changes in community governments
- X discuss current events

CULTURE AND SOCIETY (National Standards for History 1-4)

- X demonstrate an understanding of cultures, traditions, and customs
- X recognize the contributions of various groups to American life
- X explain the importance of groups and institutions in Kentucky and in the United States' history
- X demonstrate how groups can bring about change
- X compare the resources of regions
- X identify significant individuals and events in Kentucky and United States history
- X describe factors that helped influence the growth of Kentucky and the United States
- X identify and describe the advances in technology and their impact on communities
- X read newspapers for discussion of current events
- X identify and describe cultural holidays and important events in Kentucky and in the regions of the United States

MIDDLE GRADES SOCIAL STUDIES

5-8

The Social Studies program for the Middle grades continues the five areas of study: Historical Perspective, Geography, Economics, Government and Civics, and Culture and Society. Essential content and skill areas are divided by the major categories. They describe a comprehensive program to be completed in the Intermediate years. This guide is set up by grade level, however, skills and content are repeated on advanced levels based on grade style of learning, and basic growth and development of children. Grade five focuses on U.S. History. Grade six includes World Geography. Grade seven focuses on World History from earliest civilizations to 1500. Grade eight covers United States History from Exploration to Reconstruction. Regardless of content, each grade uses the five areas of study. Incorporated into the program are the following Standards and Themes:

The National Standards in History for Middle grades:

1. Chronological Thinking
2. Historical Comprehension
3. Historical Analysis and Interpretation
4. Historical Research Capabilities
5. Historical Issues-Analysis and Decision-Making

The National Standards in Geography 5-8:

By the end of the Eighth grade, the student knows and understands:

1. The characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models.
2. How to make and use maps globes, graphs, charts, models, and databases to analyze spatial distributions and patterns.
3. The relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems.

The Themes of Social Studies based on the National Council for Social Studies:

1. Culture – *National Standards for History*
2. Time, Continuity, and Change – *National Standards for History*
3. People, Places, and Environment – *National Standards for History and Geography*
4. Individual Development and Identity – *National Standards for Psychology*
5. Individuals, Groups, and Institutions – *National Standards for History and Geography*
6. Power, Authority, and Governance – *National Standards for Civics and Government*
7. Production, Distribution, and Consumption – *National Standards for Economics*
8. Science, Technology, and Society – *National Standards for History, Geography, and Economics*
9. Global Connections – *National Standards for History*
10. Civic Ideals and Practices – *National Standards for Civics and Government*

GRADE 5

HISTORICAL PERSPECTIVE (National Standards for U.S. History, Era 3-Era 8)

- X describe the problems and the successes of the new nation in the 1780's
- X identify contributions of delegates, especially George Washington, to the Constitutional Convention
- X understand that pioneer explorers, such as Daniel Boone, blazed trails for new settlers on the frontier
- X outline the reasons that the United States went to war with Great Britain in 1812
- X explain the meaning of "Oregon Fever" and its effect on the West
- X describe events leading to the Civil War
- X describe the compromises that failed and finally led to the Civil War
- X discuss the strengths of the Union and the Confederacy
- X describe the three basic parts of the Anaconda Plan
- X explain what General Grant meant by "total war" and how it led to the defeat of the South
- X recognize the roles played by President Lincoln, General Grant, and General Lee during the Civil War
- X explain why many Native Americans in the West went to war with American settlers
- X define the Homestead Act
- X describe events that led to the acquisition of Alaska and Hawaii
- X explain why the U.S. went to war with Spain and the results of that war
- X describe the changes that took place while Theodore Roosevelt was president
- X understand why the U.S. entered WWI and describe life after the war
- X describe life during the Great Depression

GEOGRAPHY (National Standards for Geography 1-16)

- X locate the Northwest Territory
- X recognize that the pattern of settlement of the U.S. was greatly affected by the geography of the land
- X describe the origins of Washington, D.C. as our nation's capital
- X locate and describe the land explored by Lewis and Clark
- X identify the major landforms of the Western U.S.
- X use a map to trace the routes used to travel into the American West
- X determine the allegiance of each state in the Civil War using a historical map
- X determine the routes of railroads in the West
- X locate cattle trails of the West
- X read time zone maps, graphs, charts, and physical maps
- X locate Cuba, the Philippines, Puerto Rico and Guam
- X locate the Panama Canal and explain why it was a good location for building a canal between the Pacific and the Atlantic
- X locate and identify the Central Powers and the Allied Powers of WWI and the Axis Powers and Allied Powers of WWII
- X locate the Dust Bowl
- X locate North Korea, South Korea, and Vietnam

ECONOMICS (National Standards for Economics 1-7, 9-11)

- X explain the importance of the Louisiana Purchase to the growth of the United States
- X identify how the introduction of new methods of transportation made new settlement of the West easier
- X discuss inventions in the nineteenth century that led to the growth of factories
- X recognize the role of gold in the westward expansion
- X compare and contrast the way of life for the North and the South by the 1850's
- X describe how the growth of the abolition movement led up to the Civil War
- X describe what changes took place in the South during Reconstruction
- X describe how the first transcontinental railroad was built
- X explain what happened during the Industrial Revolution in the United States
- X recognize how life changed for workers in the United States during the Industrial Revolution
- X describe the contributions of Andrew Carnegie, Thomas Edison, Alexander Graham Bell, and Henry Ford

GOVERNMENT AND CIVICS (National Standards for Civics and Government 1-5)

- X explain how the Articles of Confederation limited the power of the national government
- X describe the achievements of the Constitutional Convention
- X explain the systems of checks and balances outlined in the Constitution
- X identify powers of the federal government and state governments
- X explain the importance of the Bill of Rights
- X briefly describe the development of political parties and the cabinet
- X analyze the Constitution and the amendments
- X explain why Andrew Jackson was called the "People's President"
- X describe the contributions of Franklin Roosevelt and the New Deal
- X explain the purpose of the United Nations
- X discuss and describe the contributions of John F. Kennedy, Rosa Parks, Martin Luther King, Jr., and Lyndon Johnson regarding civil rights
- X identify changes brought about by the civil rights movement
- X identify the major contributions of each United States President

CULTURE AND SOCIETY (National Standards for US History, Era 2-8)

- X describe the reasons for the Indian Removal Act
- X explain the efforts of the Cherokee to keep their homeland
- X describe the events leading up to the writings of the "Star Spangled Banner"
- X discuss how religious freedom played a part in the western expansion
- X identify the groups of people who settled in the West after 1850
- X describe life for immigrants
- X describe the changes of city life after the Civil War
- X compare life of the past to the present
- X describe the relationship between cultural characteristics and the environment

GRADE 6

HISTORICAL PERSPECTIVE (National Standards for World History, Across Eras)

- describe the first people to live in what is now the United States
- define immigrant and identify the freedoms that attracted people to the United States
- identify the ancient Indian civilizations
- recognize Great Britain as the home of the Industrial Revolution
- discuss why people move
- describe the settlement pattern of varying groups of people
- create maps, bulletin boards, collages, and/or timelines indicating the movement of people and geographical influences
- examine an event from history like the movement of people into North America, indicating the geographical factors involved
- identify the history-geography connection
- evaluate past, current, and future issues of land use
- connect ancient civilizations with its cultural characteristics

GEOGRAPHY (National Standards for Geography 1-18)

- examine how human and physical geography influenced past decisions and events
- analyze the influence of geographic factors on past decisions and events
- evaluate past, current, and future issues of land use (e.g., preservation, development, perspectives)
- examine patterns on Earth's surface using geographic tools (e.g., people, places, landmarks), how they are arranged, and why they are in particular locations
- analyze the physical and human characteristics of places and regions
- evaluate the impact of human settlement and the interaction of humans with their environment
- interpret current events in the United States and the world from a geographic perspective
- identify and describe geographic regions
- interpret an elevation map
- identify different climate regions on a climate map
- identify a map showing longitude and latitude
- name major landforms
- explain how the population density is related to water sources
- identify the International Date Line
- interpret a time zone map
- create maps that indicate how regions are dependent upon each other based on resources, manufactured goods, and services demonstrating dependency
- discuss reasons for studying geography
- view visual and written information (e.g., slides, pictures, posters) of patterns on the Earth's surface
- investigate weather patterns on the Internet to find reasons for patterns of human settlement
- create population maps using findings
- examine physical and human characteristics of regions

- discuss land-use decisions based on the natural resources of an area
- categorize world regional information according to the five themes of geography
- discuss current events and the impact on geographic changes

ECONOMICS (National Standards for Economics 1-11)

- understand the concept of scarcity (imbalance between unlimited wants and limited resources) as it applies to individuals, societies, and governments across geographic regions
- explain the economic concepts (supply, demand, money as a form of exchange, goods, services, markets, competition, opportunity cost) as they apply to individuals, societies, and governments
- recognize that all regions must address the questions of production, distribution, and consumption
- recognize how resources are used to produce goods and services
- compare and contrast ways that regions increase their productivity
- examine economic interdependence among regions
- explain why the United States is known as a developed economy
- define capitalism and free enterprise
- describe how the economy depends on the country's natural resources
- identify some of the industries on which the economies of countries depend
- describe natural resources and the advantage of waterways
- compare industry and agriculture
- explain the factors that support developed economies
- explain the special role of tourism and shipping
- identify mineral resources
- describe mining, manufacturing, and agriculture
- identify the different methods of farming used by the people
- describe the oil industry
- describe desertification and identify the types of shifting cultivation
- describe herding, farming, fishing and industrial development
- show examples of economic concepts as they apply to individuals, societies, and governments
- discuss problems of scarcity in desert type regions
- examine how various geographic regions address economic issues of production, distribution, and consumption
- study ancient African tribal economics and compare them to contemporary nations of Africa
- describe how regions use their resources to produce goods and services
- describe economic health
- discuss the impact of current events on the economy

GOVERNMENT AND CIVICS (National Standards for Civics and Government 1, 4, 5)

- compare and contrast forms of government in the modern world
- analyze how governments reflect and impact culture
- examine the relationship between governments and the rights of individuals
- describe how the people of the United States govern themselves
- define separatism
- describe how different governments are organized

- describe various types of governments
- define and describe a constitutional monarchy
- explain how the Communist government worked in the Soviet Union and how it lost power
- compare and contrast various forms of government in different regions of the modern world through use of news articles, literature, slides, pictures and posters
- illustrate how different governments reflect the culture, needs of people, and rights of individuals in different parts of the world
- discuss the process and conflicts of establishing a constitution
- discuss relationships between governmental jurisdictions (e.g., local, state, national in the U.S. and/or selected countries) and the rights of individuals from these government agencies
- discuss governmental issues in current events

CULTURE AND SOCIETY (National Standards for World History, Across Eras)

- examine the concept of culture in the modern world
- compare cultural and social institutions from various regions and how they address human needs
- analyze social interactions, including conflict and cooperation, among individuals and groups around the world
- describe the major arts, leisure activities, and sports of the different countries
- For each country studied
 - describe the arts, recreation, music and literature of the country's culture
 - describe the role of religion in life
 - describe languages, religions
 - identify major ethnic groups
 - describe the interdependence of humans and the physical world
- apply the elements of culture (e.g., language, art, religion) of various groups in the modern world.
- identify cultural traits of particular groups
- identify specific groups of people who may suffer discrimination, (e.g., individuals with physical or mental handicaps, minorities, females)
- examine various conflicts among Eastern European groups
- research specific current cultural universals (e.g., political organization, social/family relationships, attitudes toward the unknown, division of labor, recreation, food, clothing, shelter)
- develop time lines of conflicts and peaceful alternatives to those conflicts

GRADE 7

HISTORICAL PERSPECTIVE (National Standards for World History, Era 1-Era 6)

- use a timeline for understanding the chronology of ancient civilizations
- analyze the progression of early civilizations from the Old Stone Age to Ancient Rome
- examine the historical impact of the Middle Ages, Renaissance
- discuss how ancient civilizations recorded information
- analyze the civilizations of the Middle East and North Africa prior to 1500 A.D.
- apply cause and effect relationships to the events in early world history
- use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence world history from early civilizations prior to 1500 A.D.)
- analyze the social, political, and economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration)
- explore migration and settlement patterns in early world civilizations
- study the evolution from prehistoric times to first civilizations
- identify the traits that characterize a civilization (i.e., cities, specialized workers, writing, advanced technology, complex institutions)
- analyze the social, political, and economic changes in human societies in these historical eras
- identify reasons for the great achievements of Egypt, Greece, and Rome
- evaluate contributions made to future civilizations
- examine the impact of individuals and groups
- analyze the possible causes of the decline and collapse of these early civilizations
- discuss the historical, economic, political, and social development of Europe
- describe life in the Sumerian city-states
- explain how the Sumerians influenced later Mesopotamian civilizations
- describe how the Persians united all the peoples of the ancient Middle East
- explain how Christians recaptured European lands from the Muslims
- describe how Aegean peoples laid the foundation of several traditions
- discuss why the Crusades failed to keep Palestine under Christian control
- explain how Sparta and Athens differed
- describe how Greek life changed after the Persian Wars
- explain the significance of the Peloponnesian War
- name the accomplishments of Augustus and later emperors
- explain how the Pax Romana benefited people throughout the empire
- describe how barbarian invasions and internal problems led to Rome's fall
- describe how the Christian faith arose
- explain how Christianity spread through the Roman Empire
- explain why the fall of Rome created an empire that resulted in feudalism of the Middle Ages
- discuss why the prestige of the Church declined
- describe how the Renaissance spread beyond Italy
- name the effects of the Reformation
- describe Islamic civilization

GEOGRAPHY (National Standards for Geography 1-18)

- evaluate and apply the Five Fundamental Themes of Geography
- understand and use scale
- recognize different types of maps (e.g., political, physical, distribution)
- be able to find points on a map using latitude and longitude
- be able to interpret information in a historical map, a contour map and a distribution map
- be able to compare large-scale to small-scale maps
- identify different map projections and understand the advantages and disadvantages of each
- explain how geography shapes an environment
- recognize the importance of physical environment (e.g., natural resources, natural disasters, natural barriers) in the settlement and development of early world civilizations
- examine how technology influences modifications of the physical environment
- explore how geographic settings of the ancient world varied
- explore the migration and settlement patterns in early civilizations
- describe China's natural environment and its influence on China and the Chinese
- understand how the physical geography of the Middle East affects the lifestyles of its peoples
- appreciate the size and diversity of the former Soviet Union
- explain how the Nile affected Egyptian society

ECONOMICS (National Standards for Economics 1-11)

- understand and explain the economic advantages of a surplus
- examine the role of skilled artisans in the expansion of trade
- examine the effects of technology
- explain the impact and relationship between personal and national economic activities
- analyze the relationship between economic prosperity and political supremacy
- analyze the economic changes in societies in historical eras prior to 1500 A.D.
- learn how the transition from a nomadic life to permanent settlements aided the development of specialized labor, the production of surplus food and goods, and the start of trade
- explain how resources were used to produce goods and services
- compare the development of Nigeria, South Africa, and Kenya and their economic and political roles on the continent and in the global community
- explain why people in the new Stone Age began to farm and build villages
- analyze economic changes in human societies in the historical eras studied
- describe how village life promoted trade and technology
- explain why the first civilizations developed in river valleys
- explain the economical development of Europe
- explain how changes in agriculture affected European life

GOVERNMENT AND CIVICS (National Standards for Civics and Government 1, 4)

- understand the role of government in early civilizations (establishing order, providing security, achieving common goals)
- give examples of various forms of government in early civilizations and objectively evaluate advantages and disadvantages of each
- examine ways a citizen can make a difference in his community
- be able to follow the process of decision-making as a mean to making wise choices

- recognize different points of view as a way of determining bias
- compare and analyze various forms of government in early civilizations
- identify the difference between fact and opinion
- learn about the role of government in early civilizations
- study the development of human rights
- describe how Rome established a Mediterranean Empire
- explain what problems brought an end to the Roman Empire
- explain how invasions destroyed central authority in Europe
- discuss how the revival of towns gave many people more freedom
- describe how England came to be united under a king with limited power
- explain how French kings expanded their power
- discuss the internal problems and political struggles the early Christian Church faced
- analyze the political changes in societies in the historical eras studied

CULTURE AND SOCIETY (National Standards for World History Eras 1-6)

- understand the cultural aspects of early civilizations (e.g., language, art, religious beliefs)
- examine the processes that led to the emergence of agricultural societies around the World
- compare early civilizations to determine similar patterns of development
- examine how people adapted to their environment and created unique civilizations
- compare early civilizations to determine how one group may have learned from another (e.g., Egyptians who learned from the Hyksos)
- analyze social and political changes in societies in historical eras prior to 1500 A.D.
- learn how people adapted to their environment and created unique civilizations
- study the processes that led to the emergence of agricultural societies around the world
- discuss landforms and environments of Latin America and how they influenced cultural development
- examine cultural aspects of early civilizations that still have an impact on us today
- be able to give examples of conflict and/or competition between two or more cultures including the cause and the outcome
- describe what life was like during the Old Stone Age
- describe how the growth of cities changed society
- examine the impact of individuals and groups in the early civilizations
- discuss the emergence of major religions
- explain how the Nile affected Egyptian society
- discuss what religious beliefs and form of government the Egyptians had
- describe the Egyptian way of life
- list the contributions various Middle Eastern groups made to civilization
- describe what life was like among early Indus Valley people
- describe what life was like in medieval times
- explain how Homer's poetry expressed Greek ideals
- explain how literature and art of Greece reflected Greek values
- name the Greek achievements in science and philosophy
- explain how Alexander's conquest of Greece caused Greek culture to spread
- discuss how the Romans blended Greek culture with their own
- describe how learning advanced in medieval times
- describe how the Christian Church brought unity to Europe in the early Middle Ages

- explain the political and social development of Europe
- examine the cultural development of Latin America
- examine the lifestyles of the Middle Eastern peoples in connection to physical geography

GRADE 8

HISTORICAL PERSPECTIVE (National Standards for US History, Eras 1-5)

- identify natural, cultural, and political boundaries of the U.S.
- identify the chronological order within major historical events
- identify the historical roots of current events
- identify the Declaration of Independence, Articles of Confederation, and the United States Constitution as the basic documents on which our government is organized and run
- study primary and secondary sources, artifacts, and time lines as essential tools in the knowledge and interpretation of history
- understand that history is a series of events whereby one event will result in another event occurring (cause and effect)
- understand that America's diverse society began with a convergence of European, African, and Native American peoples
- analyze the causes of the Mexican War and the Civil War
- describe experiences of people who were a part of the westward movement
- explain how the United States acquired Florida, Oregon Country, Texas, and the Louisiana Purchase
- identify Spanish, French, and British claims in North America
- discuss nationalism and sectionalism
- discuss the role sectionalism played in the Civil War
- identify cause and effect relationships of historical events and draw conclusions
- comprehend the motivation behind the American Revolution, the writing of the Declaration of Independence, and the United States Constitution
- analyze how the Industrial Revolution, the institution of slavery, and westward expansion changed America
- identify the causes of the War of 1812 and the Civil War
- examine the impact of key inventions and discoveries in early United States history
- discuss fact and opinion in the history of the United States

GEOGRAPHY (National Standards for Geography 1-18)

- identify data from charts, graphs, and political cartoons
- identify facts and nations using different sources of information (almanac, atlas, geographic dictionary, newspaper, and television, Internet)
- identify data from a map using latitude, longitude, legends, keys, and scales
- identify geographic regions within the nation (climate, landform, vegetation)
- identify time zones
- locate sites of historical events on a map or globe
- interpret and compare graphs (line, bar, circle)
- understand that various geographic factors affect where human activities are located and how the land is used
- explain how immigration and expansion changed the population of the United States
- examine patterns of human movement and settlement in early American history
- name the thirteen original colonies and locate them on a map

- explain how the Union was rebuilt during Reconstruction
- understand that a quest for religious freedom, adventure, wealth, and free land attracted settlers to the Americas
- evaluate Puritan influence in New England
- describe paths/routes used to travel West during Expansion
- understand that the quest for farm land forced millions of Native Americans from their homes
- explain the difference in primary and secondary sources
- explain how technology modifies the physical environment (damming a river, irrigating a desert, etc.)

ECONOMICS (National Standards for Economics 1-11, 15-16)

- identify and describe economic regions
- identify economic information from maps, globes, charts, and graphs
- explain the relationship between climate, technology, resources, and economic growth
- identify basic terms and analyze the economic system and economic institutions that developed in the early United States history
- distinguish between demand and market economy
- identify the function of government in monitoring and regulating the economy
- develop an awareness of limited natural resources
- explain how economic institutions (banks, labor unions, stock market, corporations) deal with the problem of scarcity
- realize that the desire for profit often motivates businesses and people to take risks and also establishes growth of economic institutions in the early United States history
- understand the concept of supply and demand and determine what that will do to the price of an item
- analyze the effect the Industrial Revolution had on American economy
- identify cotton as the key crop in the South that established slavery as an institution
- describe scarcity and reasons for its existence
- explain that competition among buyers and sellers impacts the price of goods and services
- identify the United States government as the regulator and provider of the standard units of weights, measures, and money
- discuss elements of business
- know that a just wage for labor is related to Jesus' teaching

GOVERNMENT AND CIVICS (National Standards for Civics and Government 1-5)

- identify the basic responsibilities of the three branches of the federal government
- identify the major documents developed during the founding of the nation
- understand the developments of a representative form of government
- identify the rights and responsibilities of a citizen of the United States
- distinguish between various political parties
- identify the purpose of our Constitution
- understand the need for rules and laws as necessary for orderly group life
- understand that our government functions to preserve and protect the rights, liberties, and property of citizens and to enforce appropriate rules and laws
- realize that the Constitution is a flexible document that changes over time to meet the needs of its citizens

- analyze and interpret an election map
- explore the 27 amendments to the Constitution
- explore the system of checks and balances
- understand how the American political system developed through examining colonial roots of representative democracy
- investigate the expanding of democracy over the course of American history
- describe major accomplishments of our first sixteen Presidents
- analyze opposing points of view

CULTURE AND SOCIETY (National Standards for US History, Eras 1-5)

- develop respect for our environment and responsibility in its use
- identify and define culture
- identify contributions of past civilizations to present United States culture
- examine various reform societies and their impact on society in the United States
- identify European roots which affected colonial life
- recognize the need for acceptance and cooperation among different races, color, and creeds
- identify the obligation of Christians to apply the Gospel message of Jesus to various social conditions (war, discrimination, poverty, etc.)
- identify specific individuals who have contributed to the cultural, economic, political, and spiritual life of America
- know that compromise and cooperation must be characteristics of social interaction
- examine how culture in the United States has been influenced by language, literature, arts, beliefs, and behavior of people in America's past
- analyze social interaction among diverse groups and individuals in United States history
- discuss how language, literature, the arts, beliefs, and behaviors help define diverse groups and individuals in need and how they influence behavior
- discuss reforms in American society
- explain how the Industrial Revolution, the institution of slavery, and westward expansion changed the lives of Americans
- describe life on a Southern plantation

HIGH SCHOOL SOCIAL STUDIES

9-12

The Social Studies program for the High School grades continues the five areas of study: Historical Perspective, Geography, Economics, Government and Civics, and Culture and Society. Essential content and skill areas are divided by the major categories. They describe a comprehensive program to be completed in the High School years. **Three credits in Social Studies are required for high school graduation. The credits must incorporate the five social studies disciplines of U.S. History, Geography, Economics, Government, and World History.** Schools can arrange the essential content within the three-credit requirement to best suit their needs. It is recommended that basic required courses be:

1. **One year course in U.S. History beginning with Reconstruction**
2. **One year course in World Civilization and Geography beginning in 1500**
3. **One year course in Government and Economics**

Incorporated into the program are the following Standards and Themes:

The National Standards in History for High School:

1. Chronological Thinking
2. Historical Comprehension
3. Historical Analysis and Interpretation
4. Historical Research Capabilities
5. Historical Issues-Analysis and Decision-Making

The National Standards in Geography 9-12:

By the end of the Twelfth grade, the student knows and understands:

1. How to use maps and other graphic representations to depict geographic problems
2. How to use technologies to represent and interpret Earth's physical and human systems
3. How to use geographic representations and tools to analyze, explain, and solve geographic problems

The Themes of Social Studies based on the National Council for Social Studies:

1. Culture – *National Standards for History*
2. Time, Continuity, and Change – *National Standards for History*
3. People, Places, and Environment – *National Standards for History*
4. Individual Development and Identity – *National Standards for Psychology*
5. Individuals, Groups, and Institutions – *National Standards for History and Geography*
6. Power, Authority, and Governance – *National Standards for Civics and Government*
7. Production, Distribution, and Consumption – *National Standards for Economics*
8. Science, Technology, and Society – *National Standards for History, Geography, and Economics*
9. Global Connections – *National Standards for History*
10. Civic Ideals and Practices – *National Standards for Civics and Government*

HIGH SCHOOL

WORLD CIVILIZATION

Required Course

HISTORICAL PERSPECTIVE (World History, Eras 7-9 and Across Eras)

- study the evolution from prehistoric times to first civilizations
- explore the traits that characterize a civilization (cities, specialized workers, writing, advanced technology, and complex institutions)
- study the emergence of major religions
- identify reasons for the great achievements of Egypt, Greece, and Rome
- evaluate contributions made to future civilizations
- analyze the possible causes of the decline and collapse of these early civilizations
- relate Africa's early history and European imperialism to growth of African nationalism and modern African society
- identify groups that have affected China's history and culture and of Indian peoples from ancient times to the present
- explain the historical origins and ethnic diversity of the people of Latin America
- trace the history of colonialism in the Middle East and its effects on the peoples of the area
- trace Russian history through the czars and trace communist revolutions to the fall of the Soviet Union
- summarize the events leading to the fall of the Soviet Union and assess its impact on people's lives
- discuss why the prestige of the Church declined
- describe how the Renaissance spread beyond Italy
- describe how the French Revolution moved into a more extreme phase
- discuss the aftermath of the Revolution
- describe how Napoleon brought reforms to France
- explain how Napoleon's wars of conquest led to his downfall
- describe how order was restored to Europe after Napoleon's defeat
- discuss the revolts that threatened Italy
- describe how all of Italy came under a single ruler
- explain how the German states combined to form an empire
- list the factors that led to the decline of the Ottoman Empire
- discuss why Russia failed to modernize as quickly as Western Europe
- discuss the underlying causes of World War I
- describe how an assassination touched off World War I
- explain why the United States became involved in World War I
- describe how a peace settlement was reached
- discuss the effects of World War I
- describe how fascism emerged in Italy and Germany
- explain why democracy failed in Eastern Europe and in Spain
- identify the groups that struggled for control of China
- explain why Japan adopted imperialist policies
- describe how nationalism affected Middle Eastern nations
- explain how Fascist aggression threatened peace during the 1930's
- identify the events that led to the outbreak of war in Europe
- describe what life was like in occupied Europe
- explain what led to war between the United States and Japan

- describe how the United States halted the Japanese offensive in the Pacific
- explain how the Allies won the war in Europe and in the Pacific
- describe the immediate aftermath of World War II
- explain why the wartime alliance between the West and the Soviet Union collapsed
- identify the main issues in Soviet-American relations during the 1940's
- discuss major postwar developments in Western Europe
- explain how the Gorbachev reform period ended in the collapse of the Soviet Union
- tell how Soviet domination affected Eastern Europe
- explain how the Communists took power and ruled China
- explain how India gained independence
- discuss other important developments in postwar South Asia
- explain how Japan rose from defeat to become an economic giant
- identify other nations in the Pacific region that became prosperous
- identify the challenges faced by the Philippines after independence
- explain how Communists unified Vietnam
- describe how the war in Vietnam affected the rest of Southeast Asia
- describe how Israel was established
- name the wars fought between the Arab states and Israel
- explain the origins of the African nationalist movement
- discuss the role played by outside powers in Africa
- describe how some Latin American nations have sought progress
- identify conflicts that have caused hardship in Central America
- discuss issues that have dominated postwar Canada
- explain the role Canada has played in world affairs
- understand the interpretive nature of world history
- use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore world civilization
- examine significant eras (i.e., Renaissance Reformation, Age of World Civilization) to develop chronological understanding and recognize cause-and-effect relationships and multiple causation
- examine the impact of significant individuals and groups
- analyze social, political, and economic characteristics of various eras and civilizations in world civilization
- recognize the significance of geography and natural resources in historical perspectives and events
- trace the impact of advances in research, science and technology on historical events and human societies
- analyze the challenges and opportunities provided by an increasingly interdependent world
- study the relationship of the United States to other nations and to world affairs

GEOGRAPHY (National Standards for Geography 1-18)

- discuss historical changes in geographic patterns
- analyze geographic information to evaluate past events and occurrences
- show how attempts to acquire territory and resources have resulted in national and international conflicts
- identify human and physical features of the Earth's surface by absolute and relative location
- analyze the distribution of human and physical characteristics on Earth's surface
- use geographic tools to analyze patterns resulting from the movement of people on Earth's surface
- examine how and why people interact with and change their environments
- explore how geographic settings of the ancient world varied
- discuss how people adapted to their environment and created unique civilizations
- explore the migration and settlement patterns in early civilizations

- examine the processes that led to the emergence of agricultural societies around the world
- describe China's natural environment and its influence on China and the Chinese
- discuss how Latin America's landforms and environments have influenced cultural development
- discuss how the physical geography of the Middle East affects the lifestyles of its peoples
- discuss the size and diversity of the former Soviet Union
- explain how the Nile affected Egyptian society
- discuss how natural boundaries and natural resources affected Germany and the Axis Powers
- examine how natural resources, resource needs, different perspectives, and trade relationships produce conflict and/or cooperation
- explore how modifications of the physical environment impact human life
- describe the movement of world populations (resulting from "push and pull" factors) and its impact upon events and cultures
- discuss that the location and distribution of human features on the Earth's surface change over time due to human needs and events
- discuss how factors such as locations of resources and markets, transportation, and technology influence placement, size, and function of human settlements and patterns of movement
- define and discuss areas on the surface of the earth
- discuss influences that various industries and technology have on settlement and patterns of movement
- discuss how changing resource needs and international trade relationships produce conflict and cooperation

ECONOMICS (National Standards for Economics 1-20)

- examine how geography affects the way nations deal with issues of production, distribution, and consumption
- describe how the location of activities (e.g., agriculture, production, distribution) impact national and international relationships
- analyze how markets are affected by location and movement
- discuss how the long transition from a nomadic life to permanent settlements aided the development of specialized labor, the production of surplus food and goods, and the start of trade
- explain how resources were used to produce goods and services
- compare the development of Nigeria, South Africa, and Kenya and their economic and political roles on the continent and in the global community
- explain why people in the "New" Stone Age began to farm and build villages
- describe how village life promoted trade and technology
- explain why the first civilizations developed in river valleys
- explain how changes in agriculture affected European life
- describe how growth of trade led to new ways of doing business
- identify the forces that caused some economic systems to grow and prosper while others remained stagnant or declined
- examine how people in various civilizations made choices that helped or hindered their economic growth
- analyze how increased productivity resulted in the accumulation of material wealth and changed living standards for various peoples, civilizations, and nations
- discuss how developing countries are seeking to solve their problems
- discuss the roles industrialized nations and international agencies play in helping to develop countries

GOVERNMENT AND CIVICS (National Standards for Civics and Government 1, 4)

- describe the role of government in early civilizations
- analyze the social, political, and economic characteristics of various eras in the history of the United States
- compare and analyze various forms of government in these early civilizations
- discuss the development of human rights
 - identify historic and current political forces in Latin America and their effect on its peoples
 - describe how the Shang and Zhou dynasties ruled their territories
 - describe how Rome established a Mediterranean Empire
 - explain what problems brought an end to the Roman Empire
 - explain how invasions destroyed central authority in Europe
 - discuss how the revival of towns gave many people more freedom
- describe how England came to be united under a king with limited power
- explain how French kings expanded their power
- discuss the internal problems and political struggles the early Christian Church faced
- describe how the reign of Louis XIV marked the height of absolute monarchy in France
- explain how disagreements between kings and Parliament led to the Civil War in England
- explain how the people of France pushed for reforms
- explain why nationalism became a strong force in the Austrian Empire
- discuss the Soviet Union's foreign and domestic policies in the post-war years
- describe Communist China's relation with other nations
- explain how nationalism grew in the Middle East after World War II
- discuss how the peoples of southern Africa sought majority rule
- describe events that spurred the growth of the South African protest movement
- identify issues that have dominated American foreign policy
- compare and contrast different political systems and recognize their sources of power
- analyze causes and consequences of various political revolutions and rebellions
- recognize the political causes and consequences of nationalism, militarism, and imperialism
- analyze conflicts between and among different forms of government and examine the impact of these conflicts on historical events and changes
- examine ways in which modern governments do or do not preserve and protect the rights and liberties of their constituents
- describe the influence of voters on economic policy and decision making through representatives they elect
- describe the market economy of the United States which is determined by the forces of supply and demand
- analyze how decisions on the distribution of resources can be made by local, state, and/or federal agencies
- analyze how governments impact their human and physical geography

CULTURE AND SOCIETY (National Standards for World History, Eras 6-9)

- discuss how the first civilizations produced religions had a profound impact on later civilizations (example: monotheism)
- discuss how early civilizations developed distinctive characteristics as a result of interactions with other peoples
- assess the cultural influences of the early civilizations on each other
- study examples of cooperation, conflict, and competition that resulted from interaction of cultures
- analyze the social, political, and economic changes in human societies in these historical eras
- explore how different ethnic, racial, and religious groups have contributed to the creation of America's rich and unique culture

- explain how Africa's physical geography and climate have affected its cultural and economic development
- examine Africa's rich artistic traditions and the role they play in African life
- discuss challenges that confront modern African nations and how they are addressing those challenges
- examine Chinese history, philosophies, ideologies, and traditional ways of life
- identify the elements that have contributed to Japan's culture
- identify the major religions of India and explain how they have affected India's political and social organizations
- describe the social structure and varying lifestyles of Latin Americans
- identify the groups that make up the Middle East's ethnic mosaic
- explain the role of the family and custom in the Middle East and how change is affecting traditional patterns
- describe the importance of the Middle East's principal religions to individuals and nations
- discuss challenges the Middle East faces today
- discuss the efforts of peoples, lifestyles, and challenges in the republics of the former Soviet Union
- summarize the elements that have contributed to European culture and explain how these elements have influenced Western civilization
- describe European values and lifestyles
- explain how scientists study life in the distant past
- explain how Confucius influenced Chinese thought
- name the Greek achievements in science and philosophy
- explain how Alexander's conquest of Greece caused Greek culture to spread
- describe Roman society
- explain the steps the government took to save the Empire
- describe what life was like in medieval times
- describe how German culture expanded eastward
- describe how learning advanced in medieval times
- explain the effects of religious conflicts in Germany
- explain the problems that resulted from the policies of Louis XIV
- discuss the aftermath of the English Civil War
- describe the problems faced by France in the late 1700's
- describe the features of the new German Empire
- discuss the problems faced by European democracies after World War I
- discuss the major issue that divides Israelis and Palestinians
- explain how racist policies affected the peoples of South Africa
- explain problems faced by newly independent African nations
- describe changes that occurred in African society
- identify challenges faced by Latin American nations
- identify achievements human beings have made in space
- describe how scientific advances have changed ways of living
- describe the economic, political, and environmental challenges facing nations today
- identify concerns of Third World nations
- describe how mass communication has affected modern life
- identify trends in religion and culture that have influenced the modern world
- explore ways in which belief systems, knowledge, technology, and behavioral patterns define cultures and help to explain historical perspectives and events
- analyze the impact of movement on people and ideas
- discuss how regions and places can have distinct cultural characteristics

US HISTORY

Required Course

HISTORICAL PERSPECTIVE (National Standards for US History, Eras 5-10)

- examine significant periods in United States history to develop a chronological understanding (i.e., Reconstruction, Isolationism, World War I, Industrialization, The Great Depression, World War II)
- consider how the development of our natural resources has shaped United States' society, politics, and economy
- explore the influence of the nation's economy on domestic policies and social life and on international relations
- consider the problems and possibilities of living in an interdependent world by exploring the global context in which the United States exists
- Use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature of the history of the United States
- examine the impact of significant individuals and groups
- recognize the significant impact of geography and natural resources on historical perspectives and events
- examine the impact of advances in research, science, and technology on historical events and American society
- trace the changing role of the United States in the global community from isolationism to a major world power
- use primary and secondary sources to learn about the United States Constitution
- know the basic principles on which the Constitution of the United States is built (i.e., popular sovereignty, limited government, separation of powers, checks and balances, judicial review, federalism)
- know how power and responsibility are distributed, shared and limited in the government established by the Constitution (national, state, and local government separated and shared among different branches and agencies)
- analyze the social, political, and economic characteristics of various eras in the history of the United States

GEOGRAPHY (National Standards for Geography 1-18)

- discuss how various landforms affect the distribution of population in the United States
- examine the regions of the United States defining them by their unifying characteristics, both physical and human
- analyze the location and distribution of human features in the United States
- discuss how changing resource needs and international trade relationships produce conflict and cooperation
- discuss how factors such as locations of resources and markets, transportation, and technology influence the placement, size, and function of human settlements and patterns of movement
- discuss the impact that modifications of the physical environment had on life in the United States
- discuss reasons why various local and state governments operate differently because of regional needs and human resources
- describe impact of major demographic trends on the United States (i.e., population growth and immigration)
- examine how immigration and movement of populations within the United States have impacted the culture of the United States
- describe principal environmental conditions that affect the United States (i.e., air and water pollution and destruction of rain forests)
- discuss how the United States government regulates natural and human resources

- identify various regions in the United States and discuss how their local and state governments may operate differently because of regional needs and differences
- analyze how technology has helped or hindered the operation of government
- examine how geography influences how people learn, perceive, and grow
- discuss land-use issues

ECONOMICS (National Standards for Economics 1-20)

- identify the problem of scarcity (unlimited wants and limited resources) as the basic economic problem and why it must be addressed by all nations
- describe the major changes in the U.S. labor force and how they occurred over the years
- analyze how the number and complexity of economic issues have increased as the United States has entered the global economy
- discuss how new technology has changed the United States economy
- explore the implications of economic issues (i.e., depression, expansion, taxation, government regulation)
- examine the transformation of the United States from a rural economy to an industrial economy to a leader in the global economy
- trace the economic development of the United States from laissez-faire economy to one with governmental intervention to a mixed economy
- evaluate and defend positions on issues regarding how government should raise money to pay for its operations and services
- describe the principal economic effect the United States has on the world (i.e., research and development in technology)
- describe ways in which the government of the United States is involved in its economy
- identify various economic systems and institutions in the United States
- discuss the role of the United States government in its economic system and how it has changed over time to meet the needs of the society
- analyze how the United States government deals with questions of production, distribution, and consumption of goods and service
- analyze how the number and complexity of economic issues have increased as the United States has entered the global economy
- explain the role profit plays in the U.S. free enterprise system
- analyze the social, political, and economic characteristics of various eras in the history of the United States

GOVERNMENT AND CIVICS (National Standards for Civics and Government 1, 4)

- trace the political development in the United States including the changing roles of state and federal government and the relationships among the branches of government
- discuss how the U.S. Constitution, significant legislation, and landmark Supreme Court decisions have impacted American society
- analyze roles of political parties and citizen participation in a democratic society
- examine how the rights and responsibilities of individuals in American society and the development of democratic principles (e.g., family, religion, education, government, economy) have played in American life

CULTURE AND SOCIETY (National Standards for US History, Eras 5-10)

- explore how people and cultures of many countries, races, and religious traditions have contributed to the American experience
- examine ways in which cooperation, conflict, and competition occur as cultures emerge
- analyze origins and consequences of stereotyping, prejudice, and discrimination

- examine the social transformations reflected in the struggles for racial and gender equity and the extension of civil liberties
- identify the roles social institutions (e.g., family, religion, education, government, economy) have played in American life
- describe what national issues faced Americans in the post-war years
- explore how the United States has dealt with diversity from the first encounters of Native Americans and Europeans to the present as a haven for immigrants from all around the world

ECONOMICS *Required Course*

HISTORICAL PERSPECTIVE (National Standards for Economics 1-20 AND National Standards for U.S. History, Eras 9-10)

- examine how the United States economy has changed from a rural economy to an industrial economy to a leader in the global economy
- recognize that the U.S. Constitution contains few economic guidelines, therefore, economic policies are determined by elected officials
- analyze how the number and complexity of economic issues have increased as the United States has entered the global economy
- define *economics* and explain why it is important
- explain how the markets and the concept of voluntary exchange help organize production and distribute goods and services
- explain what *scarcity* and *opportunity cost* mean, and why are they important to economics and in our lives
- identify the four types of productive resources
- examine private property, the price system, market competition, and entrepreneurship as pillars of free enterprise
- describe the systems for organizing an economy that are in use outside the U.S.
- explain how voluntary exchange between households and businesses create a circular flow of money, products, and resources
- explain how entrepreneurship is important to an economy's growth over time
- describe supply and how it illustrates the price effect
- explain why producers want to sell more of something at higher prices and less at lower prices
- discuss the relationship between market supply and the supplies of individual sellers
- describe the market economy of the United States which is determined by the forces of supply and demand
- analyze how decisions on the distribution of resources can be made by local, state, and/or federal agencies
- discuss price elasticity of supply and what determines it
- explain all facets of the terms “supply” and “demand”
- determine what shortages and surpluses are and how market competition can eliminate them
- explain how market-clearing prices motivate people to produce goods and services
- discuss how changes in demand and supply bring about changes in market-clearing prices
- discuss how market-clearing prices provide important information and incentives to consumers and producers
- identify the two main sources of income
- explain how personal budgets help you make wise choices as a consumer and saver
- explain how you can make your wealth grow over time by saving some of your income
- identify alternative places to put your savings
- discuss the advantages and disadvantages of using credit
- explain how insurance helps you budget for emergencies
- discuss protection of consumers’ interest in our free enterprise economy
- explain how free enterprise encourages entrepreneurship
- discuss the challenges and rewards of entrepreneurship
- describe the role of small business in the U.S. economy
- define *gross domestic product* and know how it is measured
- discuss how changes in gross domestic product affect living standards
- explain why living standards depend on productivity

- identify reasons why production costs change as output changes
- describe how the growth of labor productivity enables businesses and workers to earn more overtime while also providing consumers with better and lower-priced products
- discuss how workers' investments in their skills and knowledge relate to their ability to adapt to and benefit from a constantly changing economy
- define money and know its characteristics
- know the kinds of money that are used in the United States
- explain the services that banks and other financial institutions provide
- describe how banks "create" money
- identify the roles and responsibilities of the Federal Reserve System
- explain why the value of money changes
- define "inflation" and explain why it matters
- discuss how gross domestic products and the unemployment rate help describe the economy
- discuss how the "health" of the economy changes
- describe the economic terms of a peak, recession, trough, and expansion
- explain how the government tries to stabilize the economy
- discuss the advantages and disadvantages of fiscal and monetary policies
- discuss how nations deal with scarcity by making choices that have consequences
- analyze how nations' wealth and consequent trade potential are tied to their resources
- explore how international trade and multinational corporations have led to the emergence of a global economy
- explain why economists think of imports as the gains of exchange and exports as the payments
- explain how imports and exports depend on one another
- describe how absolute advantage and comparative advantage differ, and know which one has a greater influence on trade
- examine reasons why productivity is important
- explain why nations have barriers to trade
- identify exchange rates and what determines them
- describe how a nation's balance of payments always balances
- explain the similarity and the differences of the world's two most successful capitalist economies (Japan and the United States)
- compare and contrast socialism and capitalism
- explain how socialism develops and what some key differences in modern socialist economic systems are
- describe the special problems faced by traditional economies and developing countries
- discuss choices and consequences societies and nations must make as a result of scarcity
- analyze economic concepts and understand their nature and relevance to different economic situations
- analyze how individuals and nations deal with the issues of production, distribution, and consumption
- discuss reasons why markets (e.g., national, international, global) and economic institutions exist
- discuss reasons why economic systems are created by individuals and societies
- discuss the change from an agricultural to an industrial nation
- analyze the relationships among business, labor, and government
- explore other economic systems (e.g. command, traditional) to determine the economic forces that control them
- discuss token economics

GEOGRAPHY (National Standards for Geography 11, 16)

- discuss the problem of scarcity (unlimited wants and limited resources) and how it must be addressed by all nations
- recognize that nations deal with scarcity by making choices that have consequences
- analyze how nations' wealth and consequent trade potential are tied to their resources
- explore how international trade and multinational corporations led to the emergence of a global economy

ECONOMICS (National Standards for Economics 1-20)

- examine the basic economic problem confronting individuals, societies, and nations – scarcity or the imbalance between unlimited wants and limited resources available to satisfy those wants
- recognize that individuals, societies, and nations must make choices/decisions which result in consequences
- analyze how individuals and nations deal with the issues of production, distribution, and consumption
- recognize that markets (e.g., national, international, global) and economic institutions exist to enable buyers and sellers to exchange goods and services
- recognize that economic systems are created by individuals and societies to achieve broad goals (e.g., security, growth, freedom, efficiency, equity)

GOVERNMENT AND CIVICS (National Standards for Civics and Government 1, 3-5)

- discuss voters' influence on economic policy and decision making through representatives they elect
- recognize that the United States has a market economy which is determined by the forces of supply and demand
- explore other economic systems to determine the economic forces that control them
- analyze how decisions on the distribution of resources can be made by local, state, and/or federal levels of government

CULTURE AND SOCIETY (National Standards for US History, Era 9-10)

- discuss how economic incentives of private ownership of property, business opportunities, and profit motives have attracted people from many nations to the United States
- recognize that the economy of the United States is a social institution that attempts to meet the needs of the citizenry
- analyze the role culture plays in economic issues of production, distribution, and consumption

GOVERNMENT *Required Course*

HISTORICAL PERSPECTIVE (National Standards for Civics and Government 1-5, National Standards for US History, Eras 7-10)

- describe different forms of governments that have developed over time and their purposes
- analyze different forms of government to determine their effectiveness
- discuss that the foundations of the United States democratic form of government
- recognize how the United States government has changed overtime to meet the needs of the society
- describe ways the Supreme Court decisions and other legislation have impacted American society
- discuss the role of political parties and citizens in a democratic society
- examine the rights and responsibilities of individuals in American society
- trace the political development in the United States including the changing roles of state and federal government, and the relationships among the branches of government
- identify equality under the law
- identify the Constitution as the Supreme Law of the land
- discuss how the United States Constitution has allowed our government to change over time to meet the needs of a changing world
- identify the purposes served by constitutions (example: how they set forth the structure of government)
- explain how Americans have internalized the values and principles of the Constitution and tried to make its ideals a reality
- discuss the limited powers of the different levels and branches of government in the United States Constitution
- analyze the importance of rights and responsibilities of citizens in a democratic society
- explain the democratic principles of liberty, justice, individual human dignity, the rules of law, and how they relate to our society
- identify the role of political parties and citizens in a democratic society
- examine the rights and responsibilities of individuals in American society
- trace the political development in the United States including the changing roles of state and federal government and the relationships among the branches of government
- explain how the United States national government is organized and what it does
- describe the influence of voters on economic policy and decision-making through representatives they elect
- identify issues that have dominated American foreign policy

GEOGRAPHY (National Standards for Geography 1-18)

- examine how the United States government regulates natural and human resources
- recognize various regions in the United States and understand how their local and state governments may operate differently because of regional needs and differences.
- analyze how technology has helped or hindered the operation of government

ECONOMICS (National Standards for Economics 1-20)

- discuss ways in which the government of the United States is involved in its economy
- analyze various economic systems and institutions in the United States
- discuss how the role of the United States government in its economic system has changed over time to meet the needs of the society
- analyze how the United States government deals with questions of production, distribution, and consumption of goods and services

GOVERNMENT AND CIVICS (National Standards for Civics and Government, 1-5)

- discuss the purposes of various forms of governments
- recognize that the U.S. Constitution established a government of limited powers that is shared among different levels and branches
- analyze the importance of rights and responsibilities of citizens in a democratic society
- analyze various events to determine how the U.S. Constitution has allowed our government to change over time to meet the changing needs of our society
- understand and describe the democratic principles of liberty, justice, individual human dignity, the rules of law, and how they relate to our society

CULTURE AND SOCIETY (National Standards of History, Eras 5-10 and the National Standards of Civics and Government 1-5)

- compare how forms of government view and interact with various cultures
- examine how governments and their societies work together to establish social institutions to address the needs of people
- analyze how cultures and belief systems are reflected in different forms of governments

Assessment

Through a variety of teacher directed activities, assessment will take place. This assessment may include class discussions, projects using a variety of skills and talents, group cooperation, teacher-based student assessment, and/or norm referenced tests as required by the Diocese. These activities/assessments encompass the Standards for Chronological Thinking, Historical Comprehension, Historical Analysis and Interpretation, Historical Research Capabilities, and Analysis and Decision-Making of Historical Issues.

	K	1	2	3	4	5	6	7	8	9	10	11	12
Identify relevant factual material					x	x	x	x	x	x	x	x	x
Sense relationship between items of factual information					x	x	x	x	x	x	x	x	x
Group data in categories according to appropriate criteria	x	x	x	x	x	x	x	x	x	x	x	x	x
Place in proper sequence: (1) order of occurrence (2) order of importance	x	x	x	x	x	x	x	x	x	x	x	x	x
Place data in tabular form: charts, graphs, illustrations	x	x	x	x	x	x	x	x	x	x	x	x	x
State relationships between categories of information					x	x	x	x	x	x	x	x	x
Note cause and effect relationships					x	x	x	x	x	x	x	x	x
Draw inferences from factual material					x	x	x	x	x	x	x	x	x
Predict likely outcomes based on factual information					x	x	x	x	x	x	x	x	x
Recognize the value dimension of interpreting factual material					x	x	x	x	x	x	x	x	x
Recognize instances in which more than one interpretation of actual material is valid					x	x	x	x	x	x	x	x	x
Form a simple organization of key ideas related to a topic					x	x	x	x	x	x	x	x	x
Separate a topic into major components according to appropriate criteria					x	x	x	x	x	x	x	x	x
Examine critically relationships between and among elements of a topic					x	x	x	x	x	x	x	x	x
Detect bias in data presented in various forms: graphics, tabular, visual, print					x	x	x	x	x	x	x	x	x
Compare and contrast credibility of differing accounts of the same event					x	x	x	x	x	x	x	x	x
Combine critical concepts into a statement of conclusions based on information					x	x	x	x	x	x	x	x	x
Restate major ideas of a complex topic in concise form					x	x	x	x	x	x	x	x	x
Form opinion based on critical examination of relevant information					x	x	x	x	x	x	x	x	x
State hypotheses for further study					x	x	x	x	x	x	x	x	x
Propose a new plan of operation, create a new system, or devise a futuristic scheme based on available information					x	x	x	x	x	x	x	x	x
Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events					x	x	x	x	x	x	x	x	x
Present visually (chart, graph, diagram, model, etc.) information extracted from print					x	x	x	x	x	x	x	x	x

	K	1	2	3	4	5	6	7	8	9	10	11	12
Prepare a research paper that requires a creative solution to a problem								x	x	x	x	x	x
Estimate the adequacy of the information								x	x	x	x	x	x
Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency								x	x	x	x	x	x
Identify a situation in which a decision is required				x	x	x	x	x	x	x	x	x	x
Recognize the values implicit in the situation and the issues that flow from them					x	x	x	x	x	x	x	x	x
Identify alternative courses of action and predict likely consequences of each				x	x	x	x	x	x	x	x	x	x
Make decision based on the data obtained	x	x	x	x	x	x	x	x	x	x	x	x	x
Take action to implement the decision			x	x	x	x	x	x	x	x	x	x	x
Participate in delegating duties, organizing, planning, making decisions, and taking action in group setting					x	x	x	x	x	x	x	x	x
Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences	x	x	x	x	x	x	x	x	x	x	x	x	x
Keep informed on issues that affect society					x	x	x	x	x	x	x	x	x
Identify situations in which social action is required					x	x	x	x	x	x	x	x	x
Work individually or with others to decide on an appropriate course of action					x	x	x	x	x	x	x	x	x
Work to influence those in positions of social power to strive for extensions of freedom, social justice, and human rights					x	x	x	x	x	x	x	x	x
Accept and fulfill social responsibilities associated with citizenship in a free society					x	x	x	x	x	x	x	x	x
Orient a map and note directions					x	x	x	x	x	x	x	x	x
Locate places on map and globe		x	x	x	x	x	x	x	x	x	x	x	x
Use scale and compute distances					x	x	x	x	x	x	x	x	x
Interpret map symbols and visualize what they mean					x	x	x	x	x	x	x	x	x
Compare maps and make inferences					x	x	x	x	x	x	x	x	x
Express relative location					x	x	x	x	x	x	x	x	x
Detect bias in visual material					x	x	x	x	x	x	x	x	x
Interpret social and political messages of cartoons					x	x	x	x	x	x	x	x	x
Interpret history through artifacts					x	x	x	x	x	x	x	x	x
Use sources of information in the community					x	x	x	x	x	x	x	x	x

DISCIPLINARY STANDARDS FOR SOCIAL STUDIES

The National Standards and the Kentucky Standards for the Teaching of Social Studies can be found on the following websites.

National Standards for Social Studies:

www.socialstudies.org/standards

National Standards for Geography:

www.nationalgeographic.com/xpeditions/standards

National Standards in History:

www.nchs.ucla.edu/standards

National Standards for Economics:

www.councilforeconed.org/national-economics-standards.html

National Standards for Civics and Government:

www.civiced.org/index.php?page=stds

National Standards for Psychology:

www.apa.org/education/K12/psychology-curricula

Kentucky Program of Studies

www.kde.ky.state.us/KDE

Kentucky Core Content of Assessment

www.kde.ky.state.us/KDE

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