

## **SOCIAL STUDIES**

### **PHILOSOPHY**

"Our faith calls us to work for justice; to serve those in need; to pursue peace; and to defend the life, dignity, and rights of all our sisters and brothers. This is the call of Jesus, the challenge of the prophets, and the living tradition of the Church."

(A Pastoral Message of the Catholic Bishops of the United States on the 100th Anniversary of Rerum Novarum, November, 1990)

As Catholic educators in the field of social studies, we believe that there is an integral connection between this subject and the social teachings of the Church and of Scripture. It is our privilege and our duty to deepen the awareness of this connection in ourselves and in our students. In teaching this social studies curriculum, we will explore the rights and duties of citizenship, the arts and culture of people past and present, the world's geographic and environmental features, the economics of the global community, the struggles of the most vulnerable people in society, and the principles of global solidarity and tolerance for differences.

We believe that we are called to teach the value of citizenship as Jesus did when He spoke of loving our neighbor, hungering and thirsting for justice, and rendering to Caesar the things that are Caesar's. In the words of the U. S. Bishops in 1990

"We are called to transform our hearts and our social structures, to renew the face of the earth...As believers we are called to bring our values into the marketplace and the political arena, into community and family life, using our everyday opportunities and responsibilities, our voices and our votes to defend human life, human dignity, and human rights."

This is the call of the Church and the Gospel. The social studies educator responds to the call by encouraging active citizenship on the part of his or her students.

We believe that just as Jesus spent most of His life on earth with ordinary folk, listening to their stories and sharing their good times and bad times, so should we incorporate the daily lives of the people into our social studies instruction. Whether it is a study of our neighborhood, our state, our country, or our world, learning about the literature, traditions, and arts of any group of people can only deepen our understanding and respect for the global community, past and present. It is through these avenues that we learn their story, uncover their dreams, and find the expression of their values.

As social studies educators we are called to teach the importance of geography and the environment in the lives of all the world's people. The materials of construction, the food supply, the climate, the agricultural development, the rivers, deserts, mountains, forests, and wildlife - all these impact on the way of life in any society, for better or for worse. The study of

the human and environmental interactions of any group of people can help us to better understand them and to evaluate with our students the scriptural and global responsibility to be stewards, caretakers of the earth.

We believe that just as Jesus demonstrated the value of work through the carpentry trade, we should teach the dignity of work, discuss the rights and duties of workers in any society, and model for our students a strong, personal work ethic. "Work is more than a way of living; it is an expression of our dignity and a form of continuing participation in God's creation. People have the right to decent and fair wages....In Catholic social teaching, the economy exists to serve people, not the other way around." (U. S. Bishops' Pastoral, November 1990) In teaching the value of work, it is our hope that our students will discern that a life of discipline, sacrifice, and service is rewarding and that the self-centered life is not.

Jesus in both story and action showed concern for the poor, the disabled, the sick, the children, and the elderly. As social studies educators, our teaching should show the same concern for the most vulnerable people in society. It is hoped that our students will grow in their awareness of what it means to be marginalized as well as in their understanding of the work of those who continue to search for remedies. "Poor and vulnerable people have a special place in Catholic social teaching. A basic test of a society is how its most vulnerable members are faring." (U. S. Bishops' Pastoral, November 1990) Promoting this awareness and providing ways for our students to become part of the solutions is the duty of all social studies educators.

We believe that social studies education is not just teaching facts but also teaching the value and principles of tolerance and solidarity with all people and cultures. "We are one human family, whatever our national, racial, ethnic, economic, and gender differences. We are our brothers' and sisters' keepers. In a linked and limited world, our responsibilities to one another cross national and other boundaries." (U. S. Bishops' Pastoral, November 1990) Therefore, we believe that the contributions and lives of women and men should be incorporated into the teaching of social studies. In addition, every effort should be made to identify the contributions of people of diverse cultures and races. If we answer the call to teach as Jesus did, exclusion, bigotry, and discrimination will have no place in our classrooms. Deepening the awareness of solidarity in ourselves and our students can only result in a more just and peaceful world.

It is our sincere hope that the following curriculum will provide our students with a strong foundation in social studies and our teachers with a valuable vehicle of instruction. In addition to learning the factual information in the curriculum, we hope that our students will also be empowered to embrace the values thus stated in this philosophy.

We give credit to the Virginia State developers of the Social Studies Standards of Learning. We have adopted and modified their work to reflect our philosophy and curriculum needs. Special emphasis has been placed on the Catholic Social Teachings which is highlighted as our first objective across the grade levels.

## KINDERGARTEN CURRICULUM

The Kindergarten year is an important informative year in developing a sense of family and community, introducing civics, providing a beginning knowledge of geography and map skills, and showing the importance of work in the family and society. Social Studies is taught alone as well as integrated into a daily curriculum where it can become part of the core subjects.

### CATHOLIC IDENTITY

- SS.K.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) incorporate Catholic Social Teachings and civic responsibilities throughout the curriculum
    - Life and dignity of the human person
    - Call to family community and participation
    - Rights and responsibilities
    - Options for the poor and vulnerable
    - The dignity of work and the rights of workers
    - Solidarity
    - Care for God's creation
  - b) employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
  - c) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Prayer, Thankfulness, Obedience, Sense of Wonder and Reverence in God's Creation, Praise God, Respect/Courtesy & Helpfulness)

### MAP SKILLS

- SS.K.2 The student will learn their personal location information.
- a) **Location:**
    1. address
    2. phone number
- SS.K.3 The student will recognize terms that give direction, location and distance, including:
- a) **Location:**
    1. right/left/up/down
    2. near/far
    3. behind/next to
    4. North
    5. South
    6. East
    7. West
    8. et al.
- SS.K.4 The student will use simple maps (classroom, school, home, yard), globes and world maps to become familiar with the concepts of:
- a) **Location:**
    1. "Where is it?"
  - b) **Place:**
    1. "What is it like there?"
- SS.K.5 The student will locate areas on maps referenced in historically based legends and stories. (**Location**)
- SS.K.6 The student will identify simple symbols on a map legend/key including:
- a) **Location:**
    1. community symbols
      - i. traffic signs/lights

- ii. street and highway markers
  - iii. etc.
2. map symbols (legend references to land, water, roads and cities)

SS.K.7 The student will use simple charts.

**a) Location:**

- 1. calendars
- 2. weather charts
- 3. learning center charts
- 4. et al.

**CIVICS**

SS.K.8 The student will demonstrate an understanding that being a good citizen involves important actions by:

**a) Place/Human Characteristics:**

- 1. taking turns and sharing
- 2. taking care of his/her personal belongings and respecting what belongs to others
- 3. being responsible for classroom chores
- 4. identifying examples of admirable traits such as honesty, courage, and patriotism
- 5. identifying rules and the consequences of breaking them

SS.K.9 The student will learn selected patriotic practices.

**a) Place/Human Characteristics:**

- 1. Pledge of Allegiance
- 2. Star Spangled Banner
- 3. Selected patriotic songs

SS.K.10 The student will identify traditionally patriotic symbols associated with America, including:

**a) Place/Human Characteristics:**

- 1. the flag
- 2. the bald eagle
- 3. monuments and those associated with Virginia, including
  - i. the flag
  - ii. the cardinal
  - iii. etc.

SS.K.11 The student will understand the concept of leadership which is reinforced in the classroom with certain jobs, including:

**a) Place:**

- 1. President
- 2. Vice-president
- 3. et al.

SS.K.12 The student will understand the concept of freedom of religion. **(Place/Human Characteristics)**

**APPRECIATION OF SELF, OTHERS AND FAMILY**

SS.K.13 The student will learn the importance of work in family and society by:

**a) Place/Human Characteristics:**

- 1. recognizing oneself as a unique person
- 2. identifying birthday
- 3. identifying and describing one's own personal feelings
- 4. recognizing that others have personal differences
  - i. likes
  - ii. dislikes

- iii. feelings
- iv. disabilities
- v. etc.
- 5. respecting cultural differences/similarities
- 6. developing positive attitudes toward others and treating them with kindness
- 7. learning the value of sharing family responsibilities
- 8. identifying basic needs of families
  - i. love and support
  - ii. spiritual needs
  - iii. food
  - iv. clothing
  - v. shelter
  - vi. employment
  - vii. education
- 9. recognizing various family structures
  - i. spiritual
  - ii. nuclear
  - iii. extended
  - iv. blended
- 10. understanding family rules and decision making
- 11. recognizing the importance of communication
  - i. family communication
  - ii. family/school communication
  - iii. conflict resolution skills
- 12. recognizing the beauty of multicultural families

## ECONOMICS

SS.K.14 The student will learn the importance of work in family and society by:

**a) Movement:**

- 1. identifying known adults by the jobs they perform
  - i. parents
  - ii. principal
  - iii. teacher
  - iv. librarian
  - v. secretary
  - vi. religious
  - vii. et al.
- 2. appreciating the dignity of work, understanding all jobs have value
- 3. identifying community workers

SS.K.15 The student will identify basic economic concepts, including:

**a) Movement:**

- 1. differences between basic needs and wants
- 2. the exchange of money for goods
- 3. learning the value of saving money for the future

## HISTORY

SS.K.16 The student will understand that history relates to events and people of other times and places by:

**a) Human & Environmental Interaction:**

- 1. identifying examples of past events in legends and historical accounts, such as Paul Revere's ride and the stories of Johnny Appleseed, Booker T. Washington, and Betsy Ross
- 2. identifying examples of interesting Americans through exposure to biographies of important people of the past, including George Washington and Abraham Lincoln. Other historically important people may include Harriet Tubman and Davy Crockett

3. describing the people and events honored in commemorative national/federal holiday, including Columbus Day, Thanksgiving, Independence Day, Presidents' Day, Martin Luther King, Jr. Day, Memorial Day, and Veterans' Day

## GRADE 1

The first grade curriculum begins to explore neighborhoods and communities. Students should be able to make meaningful connections between being a citizen at home and in the classroom and the traits of a good citizen in a diverse community. They should recognize that people who have diverse ethnic origins and traditions all make a valuable contribution to their communities. Students will be introduced to the lives of important American leaders and their contributions to our national community. Patriotic symbols and common national principles should be stressed. Students should understand the differences between buyers and sellers, goods and services and making economic choices. Students should recognize basic map symbols and be able to use a compass rose to locate key symbols on a map. History is taught throughout the year using themes and learning more about our holidays. The presentation and application of appropriate terms is essential. Children should be comfortable with the related vocabulary. Current events are stressed throughout the year. The integration of writing skills into the curriculum, as well as making links to other curriculum areas is important.

### CATHOLIC IDENTITY

- SS.1.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) incorporate Catholic Social Teachings and civic responsibilities throughout the curriculum
    - Life and dignity of the human person
    - Call to family community and participation
    - Rights and responsibilities
    - Options for the poor and vulnerable
    - The dignity of work and the rights of workers
    - Solidarity
    - Care for God's creation
  - b) employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
  - c) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Faith and Trust in God's Providence, Love and Reverence for God [Charity], Generosity)

### MAP SKILLS

- SS.1.2 The student will use globes and develop map skills by:
- a) **Location:**
    1. applying cardinal directions using a compass rose
    2. locating and identifying key areas:
      - i. United States and Virginia on a map and globe
      - ii. Washington D.C., the capital of the United States, and Richmond, the capital of Virginia on a map and globe
      - iii. seven continents on a map and globe
      - iv. names associated with individual place location: **Town, City, State, Country and Continent**
    3. using map symbols, including references to *land, water, cities, and roads*
    4. using and drawing simple maps
- SS.1.3 The student will gather and interpret information from:
- a) **Place:**
    1. pictures
    2. charts
    3. simple graphs
- SS.1.4 The student will describe how location, climate and physical surroundings affect the way people live, including.
- a) **Human Characteristics:**
    1. food
    2. clothes
    3. shelter

4. transportation
5. recreation

## CIVICS

SS.1.5 The student will recognize symbols and patriotic practices by:

**a) Place:**

1. identifying local, state, and national symbols, including the American flag, bald eagle, Washington Monument, and Statue of Liberty
2. identifying patriotic songs
3. reciting the Pledge of Allegiance with respect
4. identifying and describing stories of prominent Americans including George Washington, Benjamin Franklin, Abraham Lincoln, Thomas Jefferson, George Washington Carver and Martin Luther King
5. appreciating holiday themes, including lives of people associated with *Presidents' Day*, *Columbus Day* and the events of *Independence Day (Fourth of July)*

## NEIGHBORHOODS

SS.1.6 The student will be able to recognize aspects of HIS/HER neighborhood, including:

**a) Location:**

1. neighborhood of student
  - i. understanding location: Where are they?
  - ii. understanding place: What is it like there? (including weather, landforms, climate and environment)

**b) Place:**

1. basic needs and wants of family in neighborhood
2. major ethnic diversity of neighborhoods/schools
3. neighborhood members help one another and share places to shop, to learn, to worship, and to have fun
4. importance of rules in neighborhoods
  - i. extending rules from family to neighborhood
  - ii. how and why rules protect rights and property
5. classroom is like a neighborhood

SS.1.7 The students will apply traits of good citizenship by:

**a) Place/Human Characteristics:**

1. practicing fair play, good sportsmanship, helping others and treating others with respect
2. recognizing the purpose of rules and practicing self-control
3. working hard in school
4. taking responsibility for one's own actions
5. valuing honesty and truthfulness in oneself and others

**ECONOMICS AND ENVIRONMENT** (How do people move around and communicate, and how do people interact with environment?)

SS.1.8 The student will be able to understand the basic neighborhood economics of:

**a) Movement:**

1. earning a living (spending money on goods and services)
2. basic need for shelter (types of housing)
3. basic need for food (Where does it come from? What kind of food is grown in neighborhood? Where do you buy food?)
4. basic need for clothing (Where does it come from? Are clothes made in your neighborhood? What does it take to make clothes? Where do you buy clothes?)
5. services of a neighborhood
  - i. identifying difference between goods and services and describe how people are both buyers and sellers of goods and services

- ii. identifying that people make choices (God's gift) because they cannot have everything they want  
They need to *save* money for future purchases of goods and services
- iii. identifying different means of transportation: airplanes, boats, buses, cars, trains, etc.
- iv. identifying different ways people communicate: talking, telephone, mail, radio, television, computers
- v. identifying use of the media to gather information: TV, radio, newspapers & magazines
- vi. identifying adaptations for those with special needs
- vii. identifying services offered by safety, health and utility personnel

SS.1.9 The student will describe the environment of their neighborhood and explain:

**a) Place:**

- 1. natural resources of their community: water, soil, energy resources
- 2. landmarks and other historical and geographical features in the neighborhood
- 3. ecology
  - i. pollution
  - ii. conservation
  - iii. recycling

**HISTORY of NEIGHBORHOODS PAST AND PRESENT**

SS.1.10 The students will be able to make reasonable interpretations of information presented in picture time lines to show sequence of events and will distinguish between past and present. **(Human and Environmental Interaction)**

SS.1.11 The student will explain the difference between neighborhoods in the past with today including:

**a) Human and Environmental Interactions:**

- 1. biblical
- 2. past (native Americans, pioneers, immigrants)
- 3. recent (parents, grandparents)

**CURRENT EVENTS**

SS.1.12 The student will read and understand about current events in our world through a regular classroom resource such as *Scholastic News, Weekly Reader or Time for Kids*. **(Human and Environmental Interactions)**

SS.1.13 The student will learn more about holidays in North America through the above cultural curriculum as well as through integration with the Liturgical Calendar in Religion. **(Place/Human Characteristics)**

## GRADE 2

The second grade curriculum begins to expand outward, moving from family and neighborhood to local community and North American communities. The community theme for grade two stresses sociology, civics, and geography and history. The geography skills taught should support the National Standards, *Geography for Life*. A strong emphasis is put on developing basic map skills to prepare the students for Third Grade U.S. Geography. Students should be able to make meaningful connections between the physical geography and natural resources of a region and the culture and lifestyles of the peoples who lived there in the past and who live there today. History is taught throughout the year using themes and learning more about our holidays. Current events are stressed throughout the year. The integration of writing skills into the curriculum, as well as making links to other curriculum areas is important.

### CATHOLIC IDENTITY

- SS.2.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) incorporate Catholic Social Teachings and civic responsibilities throughout the curriculum
    - Life and dignity of the human person
    - Call to family community and participation
    - Rights and responsibilities
    - Options for the poor and vulnerable
    - The dignity of work and the rights of workers
    - Solidarity
    - Care for God's creation
  - b) employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
  - d) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Love and Reverence for God [Charity], Generosity, and Sincerity/Truthfulness).

### MAP SKILLS

- SS.2.2 The student will develop the basic understanding of geography of **North America** today by emphasizing basic map skills:
- a) **Location:**
    1. knowing that there are fifty states in the United States
    2. labeling the Atlantic and Pacific Oceans on a map of the United States
    3. locating and labeling the United States
    4. identifying the border lines on a map of North America
    5. locating Virginia on a map of the United States
    6. using a compass rose (cardinal directions only), a map key and map symbols effectively locating designated sites and landforms on a map
    7. distinguishing political boundaries between
      - i. town
      - ii. city
      - iii. state
      - iv. country
      - v. continent
  - b) **Place:**
    1. identifying an island, a peninsula, rivers, mountains, lakes and oceans using map symbols
    2. knowing basic differences between these landforms

### TYPES OF COMMUNITIES

- SS.2.3 The student will develop understanding of various types of communities by:
- a) **Location:**
    1. explaining concept of city and town
      - i. locate cities and towns

**b) Place:**

1. distinguishing the resources for each type of community
  - i. natural resources (water, soil, vegetation, etc.)
  - ii. human resources (people at work)
  - iii. capital resources (machines, tools, buildings) for each type of community

**c) Human and Environmental Interactions:**

1. explaining relationship of natural resources to community and its industries (how do humans interact with environment)
2. describe what is it like in towns and cities
  - i. number of people
  - ii. types and patterns of transportation
  - iii. types of jobs
  - iv. types of buildings
  - v. landscape
  - vi. etc.

**d) Movement:**

1. describing relationship of transportation to community and its industries
  - i. how do we move people
  - ii. how do we move goods
  - iii. how do we move services

**e) Regions:**

1. comparing different types of communities today
  - i. rural
  - ii. urban
  - iii. suburban

## COMPARISON OF UNITED STATES COMMUNITIES OF THE PAST WITH TODAY

SS.2.4 The student will compare the lives and contributions of the American Indians (First Americans) prior to the 1600's by:

**a) Place/Human Characteristics:**

1. comparing the life of a particular Native American tribe (prior to 1600) to the student's life today
  - i. community
  - ii. food
  - iii. clothing
  - iv. shelter
  - v. transportation
  - vi. religion
  - vii. government
  - viii. economy [money]
  - ix. games
  - x. music
2. comparing the life of the Pilgrims or other early settlers in the United States (1600-1700) to the student's life today
  - i. community
  - ii. food
  - iii. clothing
  - iv. shelter
  - v. transportation
  - vi. religion
  - vii. government
  - viii. economy [money]
  - ix. games
  - x. music

## CANADA

SS.2.5 The students will develop an appreciation of communities in Canada by:

**a) Location:**

1. locating and labeling Canada on a map of North America
2. identifying border lines on a map of North America
3. locating and labeling the Pacific Ocean and the Atlantic Ocean on a map of North America
4. identifying the provinces and territories of Canada

**b) Place:**

1. comparing what it is like in the various provinces and territories, making a connection to the provinces being similar to our states
  - i. climate
  - ii. geography
  - iii. natural resources

**c) Human and Environmental Interaction:**

1. explaining how the peoples of various provinces interact with their environment (**Natural and Human Resources**)
2. comparing and contrasting the environment and lifestyles of two different provinces/territories in Canada by describing (in general)
  - i. religion
  - ii. language
  - iii. food
  - iv. clothing
  - v. art
  - vi. music

## MEXICO

SS.2.6 The students will develop an appreciation of communities in Mexico by:

**a) Location:**

1. locating and labeling Mexico on a map of North America
2. identifying border lines on a map of North America
3. locating and labeling the Pacific Ocean and the Atlantic Ocean on a map of North America
4. identifying the states and regions of Mexico, the thirty-one states of Mexico with the fifty states in the United States

**b) Place:**

1. comparing the states of Mexico with the states in the United States
  - i. climate
  - ii. geography
  - iii. natural resources

**c) Human and Environmental Interaction:**

1. explaining how the peoples of various states and regions interact with their environment (natural and human resources)
2. comparing and contrasting the environment and lifestyles of two different states/regions (Aztecs and Mayans for example) in Mexico by describing (in general)
  - i. religion
  - ii. language
  - iii. food
  - iv. clothing
  - v. art
  - vi. music

## **CURRENT EVENTS**

SS.2.7 The student will read and understand about current events in our world through a regular classroom resource such as *Scholastic News*, *Weekly Reader* or *Time for Kids*, completing report on at least two current events during the year addressing: **(Human and Environmental Interactions)**

1. who
2. what
3. where
4. when
5. why

SS.2.8 The student will learn more about holidays in North America through the above cultural curriculum as well as through integration with the Liturgical Calendar in Religion. **(Place/Human Interactions)**

## GRADE 3

The third grade curriculum provides an introduction to U.S. geography and national government. The geography skills taught support the National Standards, *Geography for Life*. A strong emphasis on developing map skills is continued from the second grade curriculum. Students should be able to make meaningful connections between the physical geography and natural resources of a region and the culture and lifestyles of the people who live there. Regions are taught using the 5 Themes of Geography. History is taught throughout the year by using themes and learning more about our holidays. Current events are taught throughout the year. The integration of writing skills into the curriculum, as well as making links to other curriculum areas is important.

### CATHOLIC IDENTITY

- SS.3.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) incorporate Catholic Social Teachings and civic responsibilities throughout the curriculum
    - Life and dignity of the human person
    - Call to family community and participation
    - Rights and responsibilities
    - Options for the poor and vulnerable
    - The dignity of work and the rights of workers
    - Solidarity
    - Care for God's creation
  - b) employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
  - c) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Justice/Fairness and Fortitude)

### MAP SKILLS

- SS.3.2 The student will develop map skills by:
- a) **Location:**
    1. identify and use a compass rose (cardinal and intermediate directions), a map key and its symbols, map scale, mileage chart (road maps), and latitude and longitude
    2. identify and use different types of maps
      - i. political
      - ii. physical
      - iii. road
      - iv. weather
    3. locate places within the United States on maps and globes
      - i. cities
      - ii. special attractions (capitals)
      - iii. regions
      - iv. physical features
    4. examine local maps and locate given places
      - i. school
      - ii. home
    5. position and label the seven continents and four oceans
    6. identify the four hemispheres using the equator and prime meridian
- SS.3.3 The student will develop map skills by using maps, globes, photographs, pictures, and tables to locate the fifty states by region:
- a) **Location:**
    1. Northeast
    2. Southeast
    3. Midwest
    4. Southwest

5. West

SS.3.4 The student will describe each region according to the 5 Themes of Geography:

**a) Location:**

1. begin to use latitude and longitude to determine absolute location of specific cities
2. identify relative location to Virginia and other states

**b) Place:**

1. climate
2. waterways
  - i. Atlantic and Pacific Oceans
  - ii. Mississippi, Missouri, Ohio, Columbia, Colorado, and Rio Grande Rivers
  - iii. Great Lakes
  - iv. Gulf of Mexico
3. landforms
  - i. Alleghany and Rocky Mountains
  - ii. Atlantic Coastal Plain, Gulf Coastal Plain
  - iii. Great Lakes Coastal Plain
  - iv. Central Plains
4. major cities
  - i. capital cities
  - ii. one or two major cities of a region

**c) Human and Environmental Interactions:**

1. way of life
  - i. housing
  - ii. clothing
  - iii. food
  - iv. businesses
  - v. pollution to be presented in a “general fashion” with one or two examples per region

**d) Movement:**

1. how people earn a living within a region and the relationship to the region’s geography and climate
2. transportation linkages
  - i. people
  - ii. goods
3. communication linkages

**e) Regions:**

1. similarities of regions
2. differences of regions

## INTRODUCTION OF NATIONAL GOVERNMENT

SS.3.5 The student will recognize the three branches and functions of government:

**a) Human and Environmental Interactions:**

1. Executive Branch (the President and Vice President; student should be able to name the current leaders)
2. Legislative Branch (the Congress)
  - i. Senate (two per state for a total of 100 senators; voted in by the people)
  - ii. House (number per state based on population; voted in by the people)
3. Judicial Branch (the Supreme Court; appointed by the President)

SS.3.6 The student will recognize the need for federal laws:

**a) Human and Environmental Interactions:**

1. brief review of community services and government
2. need for taxes and relationship to services
3. types of services provided by national government, (e.g. national defense, national parks, etc.)

## CURRENT EVENTS

- SS.3.7 The student will read and understand current events in our world through a regular classroom resource such as *Scholastic News*, *Weekly Reader*, or *Time for Kids*, completing report at least two per year addressing: **(Human and Environmental Interactions)**
1. who
  2. what
  3. where
  4. when
  5. why
- SS.3.8 The student will review and expand information on holidays in the United States through the above curriculum as well as through integration with the Liturgical Calendar in religion. **(Place/Human Interactions)**
- SS.3.9 The student will identify the area's memorials related to national holidays:
- a) **Place:**
    1. Presidents' Day: Washington, Lincoln, Jefferson, and Roosevelt
    2. Veterans' Day: Vietnam, Korean, Iwo Jima
    3. Memorial Day: Tomb of the Unknown Soldier

## GRADE 4

The study of history rests on knowledge of dates, names, places, events and ideas. Historical understanding, however, requires students to engage in critical and historical thinking: to raise questions and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, analysis, interpretation, research and decision-making. These skills are developed through the study of significant historical substance from the era or society being studied. The integration of writing skills into the curriculum, as well as making links to other curriculum areas is important.

### CATHOLIC IDENTITY

- SS.4.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) incorporate Catholic Social Teachings and civic responsibilities throughout the curriculum
    - Life and dignity of the human person
    - Call to family, community and participation
    - Rights and responsibilities
    - Options for the poor and vulnerable
    - The dignity of work and the rights of workers
    - Solidarity
    - Care for God's creation
  - b) employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
  - c) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Hope, Simplicity, Friendship, Patience).

### MAP SKILLS

- SS.4.2 The student will make and interpret simple maps and demonstrate proficiency in using a globe with emphasis placed on:
- a) **Location:**
    1. finding directions
    2. using a scale to measure distances and legends to find information
      - i. county seats
      - ii. topography
      - iii. historical sites
- SS.4.3 The student will locate and identify land and water forms on maps and globes with emphasis on:
- a) **Place:**
    1. seven continents
    2. major countries
    3. bodies of water
    4. mountains
- SS.4.4 The student will identify and locate specific locations:
- a) **Location:**
    1. Virginia
    2. bordering states
  - b) **Place:**
    1. Five regions in Virginia
      - i. Coastal Plain
      - ii. Piedmont Region
      - iii. Blue Ridge Region
      - iv. Ridge and Valley Region
      - v. Appalachian Plateau
    2. major water features

- i. Chesapeake Bay
- ii. Potomac River
- iii. Rappahannock River
- iv. York River
- v. James River

## **CIVICS**

SS.4.5 The student will identify state symbols and meanings with emphasis on:

**a) Place:**

1. flag
2. seal
3. bird
4. flower

## **VIRGINIA'S RESOURCES**

SS.4.6 The student will identify and locate **Virginia's natural resources, major crops, products and industries** and determine their roles in economic, agricultural and industrial growth in the state with emphasis on the:

**a) Place:**

1. natural resources
2. location and variety of crops
3. products
4. industries

SS.4.7 The student will identify the trade exchange of early Virginia:

**a) Movement:**

1. imports
2. exports

## **BRITISH COLONIZATION**

SS.4.8 The student will identify reasons why the Virginia colony was settled and give reasons for its hardship and success with emphasis on factors such as:

**a) Human and Environmental Interactions:**

1. planning
2. leadership
3. presence and absence of women
4. children
5. minorities

**b) Movement:**

1. search for riches
2. search for adventure
3. bringing Christ to the Native People

SS.4.9 The student will describe the culture and contributions of Native Americans and their influence on European settlers including natives of all five regions of Virginia with an emphasis on tribes in the Coastal Plain:

**a) Human and Environmental Interactions:**

1. influence on European settlers
2. natives of five regions of Virginia
3. Powhatans and their influence on European settlers

SS.4.10 The student will identify and locate the various cultural groups (Germans, Scotch-Irish, English, African, French, and other groups) that contributed to Virginia's heritage, focusing on:

**a) Movement:**

1. why certain groups came

- b) **Place:**
  - 1. where they settled
- c) **Human and Environmental Interactions:**
  - 1. what their contributions were.

SS.4.11 The student will compare and contrast regional customs and lifestyles in early Virginia, focusing on:

- a) **Human and Environmental Interactions**
  - 1. work roles
  - 2. education and entertainment in Virginia's colonial, revolutionary and pre-civil war eras in the five regions of Virginia

SS.4.12 The student will describe how selected individuals made outstanding contributions to Virginia's history, including leaders from but not limited to:

- a) **Human and Environmental Interactions:**
  - 1. government: George Washington, Thomas Jefferson, Patrick Henry, James Madison, George Mason
  - 2. military: George Washington, Robert E. Lee, Stonewall Jackson
  - 3. minority: Pocahontas, Chief Powhatan
  - 4. women: Dolly Madison, Martha Washington

SS.4.13 The student will describe the process by which a government was established in 17<sup>th</sup> century Virginia, focusing on Virginia's early government and individual leaders:

- a) **Human and Environmental Interactions:**
  - 1. process by which a government was established in 17<sup>th</sup> century Virginia
  - 2. The American Revolution
  - 3. describe events of The American Revolution

SS.4.14 The student will research and list the events that led Virginia to participate in The American Revolution and identify those Revolutionary leaders who were Virginians, with emphasis on governmental and economic rights of colonists in areas of:

- a) **Human and Environmental Interactions:**
  - 1. causes
  - 2. leadership
  - 3. governmental and economic rights of colonists
    - i. taxation
    - ii. acquisition
    - iii. suffrage and representation

SS.4.15 The student will describe events of the Civil War as related to establishment of U.S. Government, Constitution leaders of U.S. and to Virginia history:

- a) **Human and Environmental Interactions:**
  - 1. causes
  - 2. leadership
  - 3. government and economics

SS.4.16 The student will describe current Virginia government:

- a) **Human and Environmental Interactions:**
  - 1. cause
  - 2. leadership
  - 3. structure
    - i. Commonwealth
    - ii. State
    - iii. Republic

SS.4.17 History of Catholic Faith in Virginia – **LINK WITH CATHOLIC IDENTITY**

The development of the Catholic Church in Virginia is an important aspect of Virginia Studies and should be incorporated chronologically or as a separate unit in lesson plans. Information on this topic is sparse even at the adult reading level, so some of the major points are included here:

a) Early Establishment of the Church

The Catholic faith began early in the land later settled as Virginia. In 1526, Spanish missionaries are said to have offered Mass in what became the future site of Jamestown. Prior to 1570, the Jesuits converted an Indian who moved along with the Jesuits to their southern missions in Florida. In 1570, this Indian, Don Luis, journeyed back to Virginia with Jesuit missionaries and laymen to convert the Indians of Virginia to Catholicism. A chapel was built and a settlement was started on the banks of the Rappahannock River. The exact location is thought to be along the Aquia Creek in Stafford County. It was called Our Lady of Ajacan. This was the second place of Catholic worship within the present territory of the United States, the first being Florida. However, Don Luis returned to his tribe and led the attack, which killed all the missionaries and ended this first settlement of the Catholic faith on Virginia soil in 1571.

b) Catholics at the Time of Jamestown

The next attempts at establishing the Catholic Church in the colony of Virginia began at the time of the settlement of Jamestown. When James I granted a license to lead a colony and establish a plantation in Virginia, he prescribed in statute that the Church of England must be the established form of religion. The second charter of 1609 reaffirmed this. In 1612 James I confirmed that no person suspected of effecting the “superstitions” of the Church of Rome should be admitted to the colony. In 1629, Lord Baltimore, as friend of the King, attempted to establish a Catholic colony in Virginia, but the laws of the Old Dominion forced him out. However, even with these strict decrees and the subsequent denial of rights, the Catholic faith began to take root in Virginia.

A significant gain was made in the year 1687. Captain George Brent petitioned James II, along with three other English gentlemen, to allow for a Catholic community to develop on land purchased by the petitioners. This land was 30,000 acres located between the Potomac and Rappahannock Rivers. James II granted the right to free worship for those who went to settle on this land. Thus, the first Catholic settlement during English domination was established.

c) Virginia Catholics Today

1. name the Dioceses in Virginia and their respective current Bishops
2. know the dates that the Dioceses were established: Arlington 1974, Richmond 1820
3. know the names of the cathedrals: St. Thomas More, Sacred Heart

## GRADE 5

### WORLD GEOGRAPHY

Social Studies students in the fifth grade will have an opportunity this year to look at the world community and develop a global perspective. Through the study of history and government, the five themes of geography, map skills, and integration with their other subjects, students will develop an understanding and an appreciation of all God's people. The world will be studied through four geographic areas: Latin America, Europe, Africa and the Middle East, and Asia and the Pacific Rim. The order in which the various regions are covered is unimportant. The National Geography Standards, Geography for Life, that are applicable to this course are included at the end of the curriculum guideline. The integration of writing skills into the curriculum, as well as making links to other curriculum areas is important.

### CATHOLIC IDENTITY

- SS.5.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- incorporate Catholic Social Teachings and civic responsibilities throughout the curriculum
    - Life and dignity of the human person
    - Call to family community and participation
    - Rights and responsibilities
    - Options for the poor and vulnerable
    - The dignity of work and the rights of workers
    - Solidarity
    - Care for God's creation
  - employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
  - incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Cheerfulness, Perseverance, Industriousness and Orderliness)
- SS.5.2 The student will be able to demonstrate an understanding of the nature and **importance of geography** by:
- exploring what geography is and what geographers study
  - identifying the five themes of geography
  - describing why geography is important in today's world

### MAP SKILLS

- SS.5.3 The student will use maps, globes, photographs, illustrations, graphs, and graphic organizers to:
- obtain geographical information
  - develop and refine mental maps of the world
  - create and compare political, physical, and thematic maps
  - analyze and explain how cultures develop different perspectives on the world and its problems
  - recognize different map projections
- SS.5.4 The student will locate and analyze historical, physical, economic, and cultural characteristics of Latin America (**Mexico, Central America, West Indies, and South America**) including particular attention to:
- Brief overview of the region's history, government, and religious composition:
    - people and events, past and present
    - governmental systems and laws
  - Location:** Where are we?
    - absolute location (e.g. latitude and longitude; street address)
    - relative location (e.g. locate in relation to areas near-by)
  - Place:**
    - physical characteristics (water features, land features, wildlife, climate, vegetation, etc.)
    - human characteristics (language, customs, traditions, food, literature, entertainment, education, religion, values, the arts, etc.)

- d) Human and Environmental Interactions:**
  1. how people changed or adapted to the environment
  2. the positive and negative effects of their environmental modifications
- e) Movement:**
  1. economics (material and cultural exchanges)
  2. transportation links
  3. communication links
- f) Region:**
  1. common, unifying characteristics in the region
  2. contrasting characteristics in the region
  3. difference of location from nearby areas

SS.5.5 The student will locate and analyze the historical, physical, economic, and cultural characteristics of **Europe** with particular attention to the following topics:

- a) Brief overview of the region's history, government, and religious composition:
  1. people and events, past and present
  2. governmental systems and laws
- b) Location:** Where are we?
  1. absolute location (e.g. latitude and longitude; street address)
  2. relative location (e.g. locate in relation to areas near-by)
- c) Place:**
  1. physical characteristics (water features, land features, wildlife, climate, vegetation, etc.)
  2. human characteristics (language, customs, traditions, food, literature, entertainment, religion, education, values, the arts, etc.)
- d) Human and Environmental Interactions :**
  1. how people changed or adapted to the environment
  2. positive and negative effects of their environmental modifications
- e) Movement:**
  1. economics (material and cultural exchanges)
  2. transportation links
  3. communication links
- f) Region:**
  1. common, unifying characteristics in the region
  2. contrasting characteristics in the region
  3. difference of location from nearby areas

SS.5.6 The student will locate and analyze the historical, physical, economic, and cultural characteristics of **Africa** with particular attention to the following topics:

- a) Brief overview of the region's history, government, and religious composition:
  1. people and events, past and present
  2. governmental systems and laws
- b) Location:** Where are we?
  1. absolute location (e.g. latitude and longitude; street address)
  2. relative location (e.g. locate in relation to areas nearby)
  3. place
  4. physical characteristics (water features, land features, wildlife, climate, vegetation, etc.)
  5. human characteristics (language, customs, traditions, food, literature, entertainment, education, religion, values, the arts, etc.)
- c) Human and Environmental Interactions:**
  1. how people changed or adapted to the environment
  2. positive and negative effects of their environmental modifications
- d) Movement:**
  1. economics (material and cultural exchanges)
  2. transportation links
  3. communication links

- e) **Region:**
  - 1. common, unifying characteristics in the region
  - 2. contrasting characteristics in the region
  - 3. difference of location from nearby areas

SS.5.7 The student will locate and analyze the historical, physical, economic, and cultural characteristics of **Asia and the Pacific Rim** with particular attention to the following topics:

- a) Brief overview of the region's history, government, and religious composition:
  - 1. people and events, past and present
  - 2. governmental systems and laws
- b) **Location:** Where are we?
  - 1. absolute location (e.g. latitude and longitude; street address)
  - 2. relative location (e.g. locate in relation to areas near-by)
- c) **Place:**
  - 1. physical characteristics (water features, land features, wildlife, climate, vegetation, etc.)
  - 2. human characteristics (language, customs, traditions, food, literature, entertainment, religion, education, values, the arts, etc.)
- d) **Human and Environmental Interactions:**
  - 1. how people changed or adapted to the environment
  - 2. positive and negative effects of their environmental modifications
- e) **Movement:**
  - 1. economics (material and cultural exchanges)
  - 2. transportation links
  - 3. communication links
- f) **Region:**
  - 1. common, unifying characteristics in the region
  - 2. contrasting characteristics in the region
  - 3. difference of location from nearby areas

## GRADE 6

### World History from Prehistoric Times to 1500 A.D.

These standards enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization.

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking: to raise questions and marshal evidence in support of their answers; integrate writing skills into the curriculum, as well as making links to other curriculum areas; and recognize and discuss current events material and its application to the course of studies. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

#### CATHOLIC IDENTITY

- SS.6.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) incorporate Catholic Social Teachings and civic responsibilities throughout the curriculum
    - Life and dignity of the human person
    - Call to family community and participation
    - Rights and responsibilities
    - Options for the poor and vulnerable
    - The dignity of work and the rights of workers
    - Solidarity
    - Care for God's creation
  - b) employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
  - c) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Sociability, Presence of God, Understanding, Audacity).

#### MAP SKILLS

- SS.6.2 The student will integrate **skills** for historical analysis by:
- a) **Location:**
    1. using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.
    2. identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.
  - b) **Place:**
    1. identifying major geographic features important to the study of world history to 1500 A.D.
  - c) **Movement:**
    1. identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.
    2. analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D.

#### HUMAN ORIGINS AND EARLY CIVILIZATIONS, PREHISTORY TO 1000 B.C.

- SS.6.3 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by:
- a) **Place:**
    1. explaining the impact of geographic environment on hunter-gatherer societies
  - b) **Human and Environmental Interactions:**
    1. listing characteristics of hunter-gatherer societies, including their use of tools and fire
    2. describing technological and social advancements that gave rise to stable communities
    3. explaining how archeological discoveries are changing present-day knowledge of early peoples

SS.6.4 The student will demonstrate knowledge of ancient river valley civilizations, including Egypt and Kush, Mesopotamia, and the civilizations of the Hebrews and Phoenicians by:

**a) Location:**

1. locating those civilizations in time and place
2. locating major trade routes

**b) Place (Human Characteristics):**

1. describing the development of social, political, and economic patterns, including slavery
2. explaining the development of religious traditions
3. describing the origins, beliefs, traditions, customs, and spread of Judaism
4. explaining the development of language and writing

### CLASSICAL CIVILIZATIONS OF PERSIA, INDIA, AND CHINA

SS.6.5 The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by:

**a) Location:**

1. locating those civilizations in time and place
2. locating major trade routes

**b) Place (Human Characteristics):**

1. describing Persia, with emphasis on the development of an imperial bureaucracy
2. describing India, with emphasis on the caste system
3. describing the origins, beliefs, traditions, and customs of Hinduism and Buddhism
4. describing the impact of Confucianism, Taoism, and Buddhism
5. describing India's contributions to modern advancements, for example, binary system of numbers, precise celestial calculations, etc.
6. describing China, with emphasis on the construction of the Great Wall and its contributions in the areas of math, technology, and medicine

**c) Movement:**

1. describing India, with emphasis on the Aryan migrations
2. describing the spread of Hinduism and Buddhism
3. describing China with an emphasis on the development of an empire

### ANCIENT GREECE AND THE RISE OF DEMOCRACY

SS.6.6 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by:

**a) Location:**

1. assessing the influence of geography on Greek economic, social, and political development

**b) Place (Human Characteristics):**

1. describing Greek mythology and religion
2. identifying the social structure and role of slavery
3. explaining the significance of citizenship and the development of democracy
4. evaluating the significance of the Persian and Peloponnesian Wars
5. characterizing life in Athens during the Golden Age of Pericles
6. citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle

**c) Movement:**

1. assessing the influence of the impact of Greek commerce and colonies
2. identifying the spread of Hellenistic culture by Alexander the Great

**d) Regions:**

1. comparing the city-states of Athens and Sparta
2. explaining the conquest of Greece by Macedonia

## ANCIENT ROME AND THE RISE OF CHRISTIANITY

SS.6.7 The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by:

**a) Location:**

1. assessing the influence of geography on Roman economic, social, and political development

**b) Place (Human Characteristics):**

1. describing Roman mythology and religion
2. explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic
3. assessing the roles of Julius Caesar and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs
4. explaining the economic, social, and political impact of the Pax Romana
5. describing the origin, beliefs, traditions, customs, and spread of Christianity
6. explaining the development and significance of the Church in the late Roman Empire
7. listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law

**c) Movement:**

1. sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas
2. assessing the impact of military conquests on the army, economy, and social structure of Rome
3. citing the reasons for the decline and fall of the Western Roman Empire
4. explaining the reasons for the persecution of Christians and its role in the decline of the Roman Empire
5. describing the role of Constantine in spreading Christianity

## THE BYZANTINE EMPIRE

SS.6.8 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by:

**a) Location:**

1. explaining the establishment of Constantinople as the capital of the Eastern Roman Empire

**b) Place (Human Characteristics):**

1. identifying Justinian and his contributions, including the codification of Roman law and describing the expansion of the Byzantine Empire and economy
2. characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions
3. explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church
4. describing the role and accomplishments of significant figures such as St. Basil the Great, St. John Chrysostom, and Vladimir of Kiev

**c) Movement:**

1. assessing the impact of Byzantine influence and trade

## ISLAMIC CIVILIZATION

SS.6.9 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by:

**a) Location:**

1. assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade

**b) Place (Human Characteristics):**

1. identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours
2. citing cultural and scientific contributions and achievements of Islamic civilization

**c) Movement:**

1. describing the origin, beliefs, traditions, customs, and spread of Islam

## THE MIDDLE AGES AND THE RENAISSANCE

SS.6.10 The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on Western civilization by:

**a) Place (Human Characteristics):**

1. explaining the structure of feudal society and its economic, social, and political effects

**b) Movement:**

1. sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe, including the importance of Charlemagne
2. explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire
3. sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Viking

**c) Regions:**

1. recognizing the contribution of Christianity toward a unified Europe: universities, saints (Dominic, Francis of Assisi, Clare, Thomas Aquinas), literature, social improvements

SS.6.11 The student will demonstrate knowledge of civilizations and empires of Europe and Asia and their interactions through regional trade patterns by:

**a) Location:**

1. locating major trade routes

**b) Movement:**

1. identifying technological advances and transfers, networks of economic interdependence, and cultural interactions

SS.6.12 The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by:

**a) Place (Human Characteristics):**

1. explaining modernity as a Christian development
2. citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch
3. comparing the Italian and the Northern Renaissance, and citing the contributions of writers

**b) Movement:**

1. identifying the economic foundations of the Renaissance
2. explaining the Protestant revolt as a schism within the Western Church
3. sequencing events related to the rise of Italian city-states and their political development

## **GRADE 7**

### **United States History to 1877**

Students will use skills of historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1877. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation of American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

The study of history must emphasize the intellectual skills required for responsible citizenship; integrate writing skills into the curriculum, as well as making links to other curriculum areas; and recognize and discuss current events material and its application to the course of studies. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

### **CATHOLIC IDENTITY**

SS.7.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:

- a) incorporate Catholic Social Teachings and civic responsibilities throughout the curriculum
  - Life and dignity of the human person
  - Call to family community and participation
  - Rights and responsibilities
  - Options for the poor and vulnerable
  - The dignity of work and the rights of workers
  - Solidarity
  - Care for God's creation
- b) employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
- c) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Humility, Moderation, Modesty, and Respect for Others)

### **MAP SKILLS**

SS.7.2 The student will integrate **skills** for historical and geographical analysis, including the ability to:

- a) **Location:**
  1. distinguish between
    - i. parallels of latitude
    - ii. meridians of longitude
- b) **Place:**
  1. analyze and interpret maps to explain relationships among
    - i. landforms
    - ii. water features
    - iii. climatic characteristic
    - iv. historical events
  2. interpret patriotic slogans
- c) **Movement:**
  1. identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877
  2. make connections between the past and the present
  3. interpret ideas and events from different perspectives
    - i. urban

- ii. rural dwellers
- iii. labor
- iv. women, minorities
- 4. evaluate and discuss issues orally and in writing
- 5. interpret excerpts from notable speeches and documents
- d) Regions:**
  - 1. sequence events in United States history from pre-Columbian times to 1877

SS.7.3 The student will use maps, globes, photographs, pictures, and tables to:

- a) Location:**
  - 1. locate the seven continents
- b) Regions:**
  - 1. locate and describe the geographic regions of North America:
    - i. Coastal Plain
    - ii. Appalachian Mountains
    - iii. Canadian Shield
    - iv. Interior Lowlands
    - v. Great Plains
    - vi. Rocky Mountains
    - vii. Basin and Range
    - viii. Coastal Range
  - 2. locate and identify the water features important to the early history of the United States:
    - i. Great Lakes
    - ii. Mississippi River
    - iii. Missouri River
    - iv. Ohio River
    - v. Columbia River
    - vi. Colorado River
    - vii. Rio Grande
    - viii. Atlantic Ocean
    - ix. Pacific Ocean
    - x. Gulf of Mexico

### **EXPLORATION TO REVOLUTION: PRE-COLUMBIAN TIMES TO THE 1770s**

SS.7.4 The student will demonstrate knowledge of how early cultures developed in North America by:

- a) Human and Environmental Interactions:**
  - 1. describing how the American Indians (First Americans) used their environment to obtain
    - i. food
    - ii. clothing
    - iii. shelter
- b) Regions:**
  - 1. locating where American Indians (First Americans) settled, with emphasis on
    - i. Arctic (Inuit)
    - ii. Northwest (Kwakiutl)
    - iii. Plains (Sioux)
    - iv. Southwest (Pueblo)
    - v. Eastern Woodland (Iroquois)
    - vi. and others as time allows

SS.7.5 The student will demonstrate knowledge of European exploration in North America and West Africa by:

- a) Place:**
  - 1. describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict

**b) Movement:**

1. describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations
  - i. Christopher Columbus
  - ii. St. Brendan
  - iii. Leif Ericsson
  - iv. Madoc
  - v. Bartolmeu Dias
  - vi. Amerigo Vespucci
  - vii. Juan Ponce de Leon
  - viii. Vasco Nunez de Balboa
  - ix. Hernan Cortes
  - x. Hernando de Soto
  - xi. Francisco Wasques de Coronado
  - xii. Fray Bartolome de las Casas
  - xiii. Fray Juan de Padilla
  - xiv. Fray Junipero Serra
  - xv. Giovanni da Verrazano
  - xvi. Jacques Cartier
  - xvii. Jean de Brebeuf
  - xviii. St. Isaac Jogues
  - xix. Charles Garnier
  - xx. Louis Joliet
  - xxi. Jacques Marquette

**c) Regions:**

1. identifying the location and describing the characteristics of West African societies and the origins of the slave trade

SS.7.6 The student will demonstrate knowledge of the factors that shaped colonial America by:

**a) Human and Environmental Interactions:**

1. comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment

**b) Movement:**

1. describing the religious and economic events and conditions that led to the colonization of America including key religious figures:
  - i. Charles and Daniel Carroll
  - ii. John Carroll
  - iii. Elizabeth Ann Seton
2. identifying the political and economic relationships between the colonies and Europe

**c) Regions:**

1. describing colonial life in America from the perspectives of
  - i. large landowners
  - ii. farmers
  - iii. artisans
  - iv. women
  - v. indentured servants
  - vi. slaves

**REVOLUTION AND THE NEW NATION: 1770s TO THE EARLY 1800s**

SS.7.7 The student will demonstrate knowledge of the causes and results of the American Revolution by:

**a) Place:**

1. explaining the fundamental principles of
  - i. consent of the governed
  - ii. limited government rule of law

- iii. democracy
- iv. representative government

**b) Human and Environmental Interactions:**

1. describing key events and the roles of key individuals in the American Revolution, with emphasis on
  - i. George Washington
  - ii. Benjamin Franklin
  - iii. Thomas Jefferson
  - iv. Patrick Henry
  - v. Thomas Paine

**c) Movement:**

1. identifying the issues that led to the American Revolution
2. identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke
3. explaining reasons why the colonies were able to defeat Britain

SS.7.8 The student will demonstrate knowledge of the challenges faced by the new nation by:

**a) Place:**

1. identifying the weaknesses of the government established by the Articles of Confederation
2. identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights with special emphasis on the purpose of the Constitution as stated in its Preamble

**b) Movement:**

1. identifying the conflicts that resulted in the emergence of political parties
2. describing the major accomplishments of the first five presidents of the United States

SS.7.9 The student will demonstrate knowledge of the American constitutional government by:

**a) Place:**

1. explaining the relationship of state governments to the national government in the federal system
2. describing the structure and powers of
  - i. local
  - ii. state
  - iii. national governments
3. explaining the principle of
  - i. separation of power
  - ii. checks and balances

**b) Movement:**

1. identifying the procedures for amending the Constitution of the United States

SS.7.10 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by:

**a) Human and Environmental Interactions:**

1. explaining the lawmaking process
2. describing the roles and powers of the executive branch
3. examining the impact of the media on public opinion and public policy
4. describing how individuals and interest groups influence public policy

SS.7.11 The student will demonstrate knowledge of the judicial systems established by the State Constitution and the Constitution of the United States by:

**a) Place:**

1. describing the organization and jurisdiction
  - i. federal courts
  - ii. state courts
2. describing the exercise of judicial review
3. explaining court proceedings

- i. civil cases
  - ii. criminal cases
- 4. explaining how “due process” protections attempt to ensure justice

### **EXPANSION AND REFORM: 1801 TO 1861**

SS.7.12 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 and the concept of Manifest Destiny by:

**a) Human and Environmental Interactions:**

- 1. describing territorial expansion and how it affected the political map of the United States with emphasis on
  - i. Louisiana Purchase
  - ii. Lewis and Clark expedition
  - iii. Acquisition
    - A. Florida
    - B. Texas
    - C. Oregon
    - D. California
- 2. describing the impact of inventions on life in America
  - i. cotton gin
  - ii. reaper
  - iii. steamboat
  - iv. steam locomotive

**b) Movement:**

- 1. identifying the geographic, religious and economic factors that influenced the westward movement of settlers
- 2. identifying the main ideas
  - i. abolitionist movement
  - ii. suffrage movements

### **CIVIL WAR AND RECONSTRUCTION: 1860 TO 1877**

SS.7.13 The students will demonstrate knowledge of the causes, major events, and effects of the Civil War by:

**a) Location:**

- 1. identifying on a map the states that seceded from the Union and those that remained in the Union
- 2. using maps to explain critical developments in the war, including major battles

**b) Place:**

- 1. describing the cultural issues that divided the nation.

**c) Human and Environmental Interactions:**

- 1. describing the roles of
  - i. Abraham Lincoln
  - ii. Jefferson Davis
  - iii. Ulysses S. Grant
  - iv. Robert E. Lee
  - v. Thomas “Stonewall” Jackson
  - vi. Frederick Douglas
  - vii. and others in events leading to and during the war
- 2. explaining how the issues of states’ rights and slavery increased sectional tensions analyzing two important documents of the time
  - i. Emancipation Proclamation
  - ii. Gettysburg Address
- 3. describing the effects of war from the perspectives of
  - i. Union and Confederate soldiers (including black soldiers)
  - ii. Women
  - iii. slaves

- d) **Movement:**
1. describing the economic and constitutional issues that divided the nation
  2. identifying prominent Catholics during this time period
    - i. Chief Justice Taney
    - ii. Philip Sheridan
    - iii. Pierre Gustave Toutant Beauregard
    - iv. Father Abram J. Ryan
    - v. Religious Communities of Women
    - vi. John Nepomucene Neumann

SS.7.14 The student will demonstrate knowledge of the effects of Reconstruction on America by:

- a) **Place:**
1. explaining the impeachment of Andrew Johnson
- b) **Human and Environmental Interactions:**
1. describing the impact of Reconstruction policies on the South
- c) **Movement:**
1. identifying provisions of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution of the United States and their impact on the expansion of freedom in America

## GRADE 8

### United States History: 1877 to the Present

Students will continue to use skills of historical and geographical analysis as they examine American history since 1877. The standards for this course relate to the history of the United States from the end of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

#### CATHOLIC IDENTITY

SS.8.1 The student will demonstrate skills that will compliment the scope of social studies, including the ability to:

- a) incorporate Catholic Social Teachings and civic responsibilities throughout the curriculum
  - Life and dignity of the human person
  - Call to family community and participation
  - Rights and responsibilities
  - Options for the poor and vulnerable
  - The dignity of work and the rights of workers
  - Solidarity
  - Care for God's creation
- b) employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
- c) integrate writing skills into the curriculum, as well as making links to other curriculum areas
- d) recognize and discuss current events material and its application to the course of studies
- e) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Prudence, Integrity, Loyalty, Optimism)
- f) identify prominent Catholics during this period of history, such as St. Frances Xavier Cabrini, Rose Hawthorne Lathrop, Dorothy Day, Peter Maurin and the Popes, including their positions and challenges impacted by the political and social issues of their times

#### SOCIAL STUDIES SKILLS

SS.8.2 The student will integrate **skills** for historical and geographical analysis, including the ability to:

- a) **Location:**
  1. use parallels of latitude and meridians of longitude to describe hemispheric location
- b) **Place:**
  1. analyze and interpret maps that include major physical features
  2. interpret
    - i. patriotic slogans
    - ii. political cartoons
- c) **Movement:**
  1. analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present
  2. make connections between past and present
  3. interpret ideas and events from different perspectives
    - i. urban and rural dwellers
    - ii. labor
    - iii. women

- iv. minorities
- 4. evaluate and debate issues orally and in writing
- 5. interpret
  - i. patriotic slogans
  - ii. political cartoons
  - iii. excerpts from notable speeches and documents
- d) **Regions:**
  - 1. sequence events in United States history from 1877 to the present

SS.8.3 The student will use maps, globes, photographs, pictures, and tables for:

- a) **Location:**
  - 1. locating the 50 states and the cities most significant to the historical development of the United States
- b) **Place:**
  - 1. explaining how physical features and climate influenced the movement of people westward
- c) **Human and Environmental Interactions:**
  - 1. explaining relationships among
    - i. natural resources
    - ii. transportation
    - iii. industrial development after 1877

#### **SOCIAL STUDIES DOCUMENTS**

SS.8.4 The student will show an understanding of the history, meaning, and contemporary relevance of documents:

- a) **Movement:**
  - 1. Declaration of Independence
  - 2. Constitution of the United States
  - 3. Emancipation Proclamation
  - 4. Gettysburg Address

#### **RESHAPING THE NATION AND THE EMERGENCE OF MODERN AMERICA: 1877 TO THE EARLY 1900s**

SS.8.5 The student will demonstrate knowledge of how life changed after the Civil War by:

- a) **Human and Environmental Interactions:**
  - 1. explaining the reasons for the increase in
    - i. immigration
    - ii. growth of cities
    - iii. new inventions
    - iv. challenges arising from this expansion
  - 2. explaining the rise of and changes to
    - i. big business
    - ii. the growth of industry
    - iii. life on American farms
- b) **Movement:**
  - 1. identifying the reasons for westward expansion
  - 2. identifying Native American resistance and government response to
    - i. Indian Wars
    - ii. reservation policy
    - iii. ghost dance
    - iv. Dawes Act
  - 3. describing the impact of the Progressive Movement on
    - i. child labor
    - ii. working conditions
    - iii. the rise of organized labor

- iv. women's suffrage
  - v. the temperance movement
- c) **Regions:**
- 1. describing
    - i. racial segregation
    - ii. the Ku Klux Klan
    - iii. the rise of "Jim Crow"
    - iv. other constraints faced by African Americans in the post-Reconstruction South

## **TURMOIL AND CHANGE: 1890 TO 1945**

- SS.8.6 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by:
- a) **Movement:**
- 1. explaining the reasons for and results of the Spanish-American War, including Imperialism
  - 2. explaining the reasons for the United States' involvement in World War I and its leadership role at the conclusion of the war
- SS.8.7 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by:
- a) **Place:**
- 1. examining art, literature, and music from the 1920s and 1930s, including
    - i. Langston Hughes
    - ii. Duke Ellington
    - iii. Georgia O'Keeffe
    - iv. the Harlem Renaissance
    - v. and others
- b) **Human and Environmental Interaction:**
- 1. explaining how developments in transportation and electrification changed American life
- c) **Movement:**
- 2. describing the social changes that took place
    - i. Prohibition
    - ii. the Great Migration north
  - 3. identifying the major features of Franklin D. Roosevelt's New Deal
- d) **Regions:**
- 1. identifying the causes of the Great Depression
- SS.8.8 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by:
- a) **Location:**
- 1. describing the major events and turning points of the war in Europe and the Pacific (including the Holocaust)
- b) **Movement:**
- 1. identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor
- c) **Regions:**
- 1. describing the impact of World War II on the homefront

## **ECONOMICS AND THE POST WORLD WAR II ERA**

- SS.8.9 The student will demonstrate knowledge of how economic decisions are made in the marketplace by:
- a) **Movement:**
- 1. applying the concepts of
    - i. scarcity
    - ii. resources

- iii. choice
  - iv. opportunity
  - v. cost
  - vi. price
  - vii. incentives
  - viii. supply and demand
  - ix. production
  - x. consumption
2. comparing the differences among
    - i. free market
    - ii. command (state control)
    - iii. mixed economies
  3. describing the characteristics of the United States economy, including
    - i. free markets
    - ii. private property
    - iii. profit
    - iv. competition

SS.8.10 The student will demonstrate knowledge of the structure and operation of the United States economy by:

**a) Movement:**

1. describing the types of business organizations
  - i. corporations
  - ii. trusts
  - iii. partnerships
  - iv. monopolies
  - v. cartels
  - vi. the role of entrepreneurship
2. explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact
3. explaining how financial institutions encourage saving and investing
4. examining the relationship of the United States to the global economy with emphasis on the impact of technological innovations

SS.8.11 The student will demonstrate knowledge of the role of government in the United States economy by:

**a) Movement:**

1. examining competition in the marketplace
2. explaining the creation
  - i. public goods
  - ii. services
3. describing the impact of taxation, including an understanding of the reasons for the 16<sup>th</sup> amendment, spending, and borrowing
4. explaining how the Federal Reserve System regulates the money supply
5. describing the protection of
  - i. consumer rights
  - ii. property rights

SS.8.12 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by:

**a) Human and Environmental Interaction:**

1. describing the rebuilding of Europe and Japan after World War II

**b) Movement:**

1. describing the emergence of the United States as a superpower, and the establishment of the United Nations
2. describing the conversion from a wartime to a peacetime economy

3. identifying the role of America's military and veterans in defending freedom during the Cold War, including involvement in
  - i. Korea
  - ii. Vietnam
  - iii. Cuban Missile Crisis
  - iv. the collapse of communism in Europe
  - v. the rise of new challenges
4. describing the changing patterns of society, including expanded educational and economic opportunities for
  - i. military veterans
  - ii. women
  - iii. minorities

### **DOMESTIC ISSUES IN THE SECOND HALF OF THE 20<sup>TH</sup> CENTURY**

SS.8.13 The student will demonstrate knowledge of selected domestic issues during the tenure of the following presidents (this objective is meant to be broad and not all inclusive).

- a) **Nixon (1969-1974)**
  - Watergate
  - Opening China
  - OPEC
  - SALT Agreement
  - Paris Peace Accord
  - Roe v Wade
- b) **Ford (1974-1977)**
  - Helsinki Accord
  - Consumption of Energy
- c) **Carter (1977-1981)**
  - Nobel Peace Prize
  - Camp David Accord
  - Iran Hostage Situation
  - Three Mile Island
- d) **Reagan (1981-1989)**
  - Reagonomics (Deregulation)
  - Release of Iranian Hostages
  - Iran Contra Affair
  - Star War Defense
  - Fall of Berlin Wall
  - Conservation Movement
- e) **G. H. Bush (1989-1993)**
  - Recession of 1991
  - Persian Gulf War
  - Unemployment Issues
  - Fall of Soviet Union
- f) **Clinton (1993-2001)**
  - War in Kosovo
  - NAFTA
  - Economic Prosperity
  - Impeachment
  - Terrorist bombings in Trade Center in New York and Oklahoma City
- g) **G. W. Bush (2001-2009)**
  - 9/11
  - Afghanistan/Iraq

- Recession
- Educational Reform
- h) Obama (2009-Present)**
  - Election
  - Nobel Peace Prize
  - Government Bail-out
  - Unemployment Issues
  - Healthcare Reform